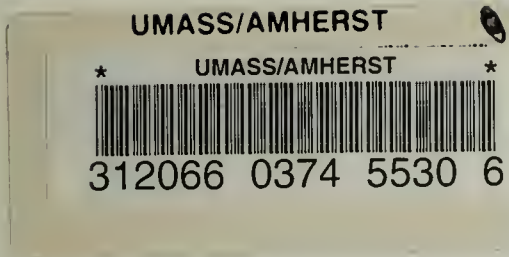


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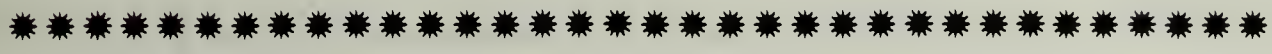
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MIDDLESEX COMMUNITY COLLEGE

EXECUTIVE OFFICE OF EDUCATION



LOWELL MIDDLESEX ACADEMY



A CHARTER SCHOOL PROPOSAL TO

MASSACHUSETTS EXECUTIVE OFFICE OF EDUCATION

Contact:

Karen J. Saberi, Director
Lowell Middlesex Academy
Middlesex Community College
33 Kearney Square
Lowell, MA 01852

(508) 656-3286

Approved / [Signature]

DEC 09 1994

February 15, 1994

EXECUTIVE OFFICE OF EDUCATION

MIDDLESEX COMMUNITY COLLEGE



LOWELL MIDDLESEX ACADEMY



A CHARTER SCHOOL PROPOSAL TO

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Contact:

Karen J. Saberi, Director
Lowell Middlesex Academy
Middlesex Community College
33 Kearney Square
Lowell, MA 01852

(508) 656-3286

February 15, 1994

Commonwealth of Massachusetts Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the fourteenth day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Carole A. Cowan, Ed.D Signature: *Carole A. Cowan* Date: 2/14/94
Address: 33 Kearney Square City: Lowell State: MA Zip: 01852
Tel: 508-656-3100

Name: Frank Falcetta Signature: *Frank Falcetta* Date: 2/14/94
Address: 33 Kearney Square City: Lowell State: MA Zip: 01852
Tel: 508-656-3104

Name: Molly Sheehy Signature: *Molly Sheehy* Date: 2/14/94
Address: 33 Kearney Square City: Lowell State: MA Zip: 01852
Tel: 508-656-3105

Name: Caryl Dundorf Signature: *Caryl Dundorf* Date: 2/14/94
Address: 33 Kearney Square City: Lowell State: MA Zip: 01852
Tel: 508-656-3185

Name: Karen J. Saberi Signature: *Karen J. Saberi* Date: 2/14/94
Address: 33 Kearney Square City: Lowell State: MA Zip: 01852
Tel: 508-656-3286

Name: Signature: Date:
Address: City: State: Zip:
Tel:

Name: Signature: Date:
Address: City: State: Zip:
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Name: Signature: Date:
Address: City: State: Zip:
Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



Middlesex Community College

OFFICE OF THE PRESIDENT
DR. CAROLE A. COWAN

(617) 275-3910
Extension 6500

February 14, 1994

Dr. Piedad F. Robertson,
Secretary of Education
Executive Office of Education
Room 1401, McCormack Building
1 Ashburton Place
Boston, MA 02108-1696

Dear Dr. Robertson:

I am pleased to submit the enclosed Middlesex Community College Charter School Proposal for your consideration.

The Lowell Middlesex Academy emerged from a most productive partnership between the Lowell Public Schools and Middlesex Community College. Since its inception in 1989, it has had a dramatic impact on the at-risk high school-aged population in Lowell. The Academy's track record of recruiting, retaining, and reintegrating high school dropouts into postsecondary education and/or productive employment has been outstanding. Both the College and the Lowell School Department are pleased with the outcome: a program which provides a positive alternative to a system which has already been rejected by its clientele and which serves as a crucial turnaround point for those who would most likely be lost to the educational and professional community.

Charter School approval will stabilize this very successful program. The addition of full-time faculty as well as independence from current public school curriculum guidelines are key to the program's continued success and to its further development. In addition, Charter School approval will strengthen and solidify the educational continuum between the high school and the community college, providing a true but no less rigorous alternative to the traditional route from high school to college. As the attached student letters so eloquently point out, the Academy "redelivers" to the education community those who never would access the traditional route to college,

for they have already taken the step to sever their ties with formal education.

I am hopeful that you will support Middlesex's Academy proposal and assist us in providing an even stronger alternative model for serving a needy and deserving population in the city of Lowell. Please feel free to contact me or the Middlesex Lowell Academy's Director, Ms. Karen Saberi (508-656-3286) if we can provide any further information which will assist you in assessing our proposed Charter School program.

Sincerely,

A handwritten signature in cursive script that reads "Carole A. Cowan".

Carole A. Cowan,
President



*The Commonwealth of Massachusetts
Middlesex Community College*

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1401
McCormack Building
Boston, MA 02108

February 14, 1994

Dear Dr. Robertson:

I am writing to you as a preface to our Charter School proposal for Middlesex Community College's Lowell Middlesex Academy.

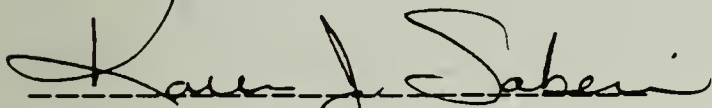
It is difficult for many of us to imagine the hopelessness and despair rampant among the at-risk youth of our inner cities. Most of the dropouts that come to the Academy have experienced little or no stability, continuity, structure, nurturance or compassion in their lives thus far. What we have been providing for these students is a sense of belonging and safety within a community of learners. Together we are working to help our students overcome the sometimes devastating life circumstances that have affected them during their short lives.

I am very proud of the environment that the Academy staff and students have been co-creating and I hope that we will be able to continue to provide this to future students. Presently, we are serving representatives of five local gangs who are working together with the staff and other students to overcome their differences and learn to live together peacefully. The need for a school like the Academy is demonstrated to me daily by these and other students.

Quite simply, we are offering our students hope, encouragement and the skills necessary to become productive members of our society.

Enclosed are letters from some of our current students which I believe perhaps even more concretely than our proposal may demonstrate the need for the continuation of the Lowell Middlesex Academy. I sincerely hope that you will give our proposal your utmost consideration.

Sincerely,

A handwritten signature in cursive script, reading "Karen J. Saberi". The signature is written in black ink and is positioned above a horizontal line.

Karen J. Saberi, Director
The Lowell Middlesex Academy

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LOWELL MIDDLESEX ACADEMY
CHARTER SCHOOL APPLICATION**

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Introduction

The proposed charter school, Lowell Middlesex Academy, will expand and improve upon an already existing program operated by Middlesex Community College. This program, which is based upon the Middle College model developed by New York City's LaGuardia Community College, provides a nurturing, academically challenging environment for at-risk youth (ages 16 to 22) to ensure high school completion and success in postsecondary education and/or entry into the workforce.

Established in 1989, Lowell Middlesex Academy has served over 400 students, all of whom were drawn from the official dropout rolls of Lowell High School. To date, 155 students have graduated from the program with a high school diploma from the Lowell public schools.

With Charter School approval, the Academy will implement a new curriculum that departs in significant ways from the traditional, lecture-oriented Lowell High School curriculum. This curriculum will combine interdisciplinary and hands-on activities, community service and job internships, in order to engage more actively the interests and abilities of our students. In addition, Charter approval will enable us to hire and retain a qualified, full-time professional teaching staff. The presence of such a staff will enhance the quality of teacher-student interaction and allow us to develop a stable professional community of teachers working together to serve students and achieve the goals of the Academy.

In the pages that follow, we respond specifically to the questions raised in Parts I and II of the Charter Application.

1.) Mission Statement

The mission of Lowell Middlesex Academy is to enable students to achieve academic, social and career success by providing a supportive community that identifies, encourages and develops each student's interests and abilities. The college campus environment enables students to discover the wide variety of opportunities open to them and fosters a sense of responsibility for their own education. Upon graduating from the Academy, each student will have:

- a high school diploma;
- a clearly demonstrated set of academic skills;
- experience in the workplace and in community service;
- clear awareness of their rights and responsibilities as citizens; and
- a personal development plan for the years beyond high school.

2.) School Objectives

A. Broad Academic Objectives

In the broadest sense, echoing the principles enunciated by the Coalition for Essential Schools, Lowell Middlesex Academy seeks to develop in each student "the proper ways of thinking, learning, communicating and conducting oneself."¹ More specifically, this means the ability to read efficiently and with understanding; to express oneself clearly and persuasively, both orally and in writing; to comprehend and apply mathematical concepts and methods; to demonstrate a broad understanding of social, cultural and historical themes; to grasp scientific concepts and the principles of the scientific method; to make efficient use of current technology; and to demonstrate the ability to think clearly and analytically.

B. Non-academic Goals

Non-academic goals for student performance encompass a broad range of skills and abilities necessary for a full, meaningful life as a citizen in contemporary American society. These include:

- the ability to work harmoniously with others to discuss, plan and carry out a task or set of tasks;
- the ability to find and make effective use of resources in the wider community to solve problems and accomplish objectives;
- the ability to demonstrate the skills and maturity needed to function well in the workplace (eg. personal appearance, punctuality, communicating and working with others, working under a supervisor);
- an understanding of and ability to carry out the steps necessary to find a job;
- the ability to demonstrate a practical understanding of what it means to be a member and citizen of a community;
- the development of a clear and coherent personal plan for at least one year beyond high school graduation.

B. Community Environment

Lowell Middlesex Academy will continue to foster an environment that is safe and peaceful, an environment in which each student's personal and cultural identity is acknowledged and respected. Academy staff and students will share

¹ Theodore R.Sizer, *Horace's School* (Boston: Houghton Mifflin Company, 1992).

responsibility for developing an atmosphere in which people work together to solve problems and resolve conflicts.

Co-existing with this community of students and teachers will be the community of professional staff, especially of teachers, working together to develop and refine an educational program that engages students and that builds the skills and the habits of mind and behavior needed for success in the wider community outside the Academy.

The Academy will also draw much of its energy from the college environment in which it is situated. Daily interaction with the students, faculty and staff of Middlesex Community College will help to promote a sense of seriousness and maturity, of setting high goals, commitment to hard work, and taking responsibility for ones own education.

Finally, we will foster an environment in which students, faculty and staff feel a sense of connectedness to the wider community beyond the Academy and the College. This sense of connectedness will be cultivated through community service activities, work experiences, and field trips into the wider community and its many institutions.

3.) Statement of Need

A. Need for an Alternative High School for Dropouts and At-Risk Students

As in other urban public school systems in Massachusetts, the Lowell public schools have consistently experienced high school dropout rates far exceeding the statewide average (see table below).

Cohort Dropout Rates in the Lowell Public Schools (1991-93)²

<u>Year</u>	<u>Lowell Dropout Rate</u>	<u>Mass. Dropout Rate</u>
1991	50%	20%
1992	37%	18%
1993	31%	17%

While the dropout rate has declined significantly in recent years—a reduction due in no small part to the dropout recovery outcomes achieved by Lowell Middlesex Academy—nearly a third of all students in the Lowell public schools are still dropping out of school before graduation. Clearly, an alternative is

²Massachusetts Department of Education, *Dropout Rates in Massachusetts Public Schools: 1991, 1992, and 1993 reports.*

needed for the many students who continue to drop out, an alternative designed specifically to meet the needs of that population.

Lowell Middlesex Academy has provided the city of Lowell with such an alternative since 1989. Charter School approval will enable the Academy both to increase the number of students served and to improve the quality of the program offered to those students.

B. Addressing the Need

No better evidence can be provided that the proposed charter school can address the need than the fact that it is already doing so. In its four years of operation, Lowell Middlesex Academy has compiled a successful track record of recovering and retaining high school dropouts through graduation. In the 1992-93 school year, the Academy had a combined retention rate of 83 percent and a post-secondary acceptance rate of 73 percent. As of August, 1993, 155 students have graduated and received their high school diplomas at the Academy. Our record of success has attracted many more students than our current resources allow us to serve, resulting in a waiting list that hovers consistently at 50 percent or more of our current capacity of 80 students.

Charter status will make it possible for the Academy to address the need even more effectively than it has done to date. It will bring to the Academy a much higher level of programmatic continuity and financial stability than has hitherto been possible. It will allow us to serve 25 percent more students every year, to hire and retain a full-time professional staff, to purchase needed books, supplies and equipment, and to develop a curriculum and educational program that addresses more directly the needs of our students.

4.) School Demographics

A. School Facility and Location

The Academy will continue to operate at its current location: the City Campus of Middlesex Community College, in the heart of downtown Lowell. This location is readily accessible by public transportation from all parts of the city.

Situated on the third floor of the City Campus building, the Academy will continue to occupy four classrooms and two offices. Students will have access to all of the college's facilities, including the library, audio-visual center, computer-equipped learning laboratories, and cafeteria.

B. Rationale for Site Selection

The rationale for situating an alternative high school on the campus of a two- or four-year college is well-described in the Mission Statement of the Middle College High School Consortium:

Collaboration between high schools and colleges provides both institutions the ability to develop a seamless educational continuum that benefits the student as he/she moves from one level to the next. The collaboration forces two traditionally closed institutions to examine the assumptions that have allowed them to exist as if the other did not. The freedom of the college campus provides at-risk teenagers with the environment to develop a sense of responsibility for their own education. The location of a high school on a college campus signals to the student that a college education is possible and is, in fact, a natural next step. The college environment provides an academically enriched setting for students who would probably be lost to the educational system. Collaboration between a high school and a college result in a cost-effective sharing of resources.³

C. Student Characteristics

The students to be served by the Academy will be 16- to 22-year-old Lowell residents who have officially dropped out of the Lowell public schools or are seriously at risk of doing so. At-risk students who have not yet dropped out will be accepted by the Academy only upon referral by a principal, guidance counselor or other recognized public school official.

In addition to a common set of eligibility characteristics, the students at the Academy share many of the traits that are commonly found among urban school dropouts in Massachusetts and around the nation. First and foremost among these is low family income. Associated characteristics include a high probability of racial or ethnic minority status, teen pregnancy and/or parenthood, a history of substance abuse, a history of court involvement, unstable family and housing situations. The public school records of Academy students show them to be at least one year behind their age cohorts, with repeated instances of truancy, tardiness, behavior and emotional problems. The students also share a history of low academic achievement, particularly in their middle school and high school years.

D. Enrollment

With Charter approval, Lowell Middlesex Academy will be able to serve 100 students per year.

E. Grade Levels

The Academy program will cover all high school grades, from the ninth through the twelfth grade. Students will not be grouped according to grade level, however. Rather, they will attend classes based on their academic needs and the competencies they have achieved. Maximum class size will be 20 students.

³Middle College High School Consortium, *Mission Statement*.

5.) Recruiting and Marketing Plan

A. Publicizing the School

The Academy will continue to pursue its present strategy for publicizing the school. We maintain ongoing contact with a wide range of organizations and agencies throughout the city, and it is through these contacts that many students hear about or are referred to the Academy. In addition to public school principals, guidance counselors and teachers, these contacts include the local offices of the Departments of Youth Services, Social Services and Public Welfare, the Lowell Office of Employment and Training, the juvenile court system, and numerous community agencies (including the YMCA, YWCA, Girls' Club, Boys' Club, Cambodian Mutual Assistance Association, Laotian Mutual Assistance Association, and the Coalition for a Better Acre).

While such contacts are and will continue to be instrumental in informing students and families about the Academy, word of mouth is by far the most important medium by which students become informed. This will continue to be the case in the years to come.

B. Outreach to Potential Students and Their Families

The high numbers of dropouts and those at risk of dropping out, coupled with the high visibility that the Academy already has achieved in the community, obviates the need for an aggressive outreach campaign. This is shown clearly by the fact that we consistently maintain a waiting list of at least 40 students.

6.) Admissions Policy

A. Selection Methods and Standards

In order to be admitted to the Academy, a student must have withdrawn officially from the Lowell public schools without graduating or must be seriously at risk of dropping out. Students in the latter category must be referred officially to the Academy by a Lowell public school principal, guidance counselor or other school official. In addition, eligible students will be at least one grade level behind their graduating class cohort.

Students wishing to enter the Academy will, in addition, submit a complete school transcript, submit a written autobiographical statement, participate in an interview to determine their fluency in English, oral communication skills, and motivation, and sign an agreement to abide by the rules of the Academy.

Students who meet all of the above criteria will be admitted to the Academy on a first-come, first-serve basis.



Dr. Piedad F. Robertson
Executive Office of Education
Room 1401, McCormack Building
One Ashburton Place
Boston, Massachusetts 02108-1696

September 29, 1994

Dear Secretary Robertson:

Enclosed you will find The Lowell Middlesex Academy Charter School's Part III application. On behalf of my Founding Coalition and Board of Trustees, I would like to thank you and your staff for the invaluable assistance that you have given us.

In addition to my Part III application, there is one correction to my Part I which has been previously submitted. The correction is as follows:

6.) **Admissions Policy:**

In addition to LMACS's previously outlined open admission policy, if more eligible applicants apply than spaces available, an admissions lottery will be held to determine which applicants shall be admitted.

In closing, I would like to again thank you and your staff for the support and guidance as we chart this new direction in public education. Be assured that this innovation would not have occurred without your most capable leadership.

Sincerely,

Karen J. Moore, Executive Director
The Lowell Middlesex Academy Charter School

Bedford Campus
Springs Road
Bedford, MA 01730-9124
617-280-3200

Lowell Campus
Kearney Square
Lowell, MA 01852-1901
508-656-3200

B. Assurance of Non-discrimination

Using the selection methods and standards described above, the Academy has successfully recruited a student population that reflects closely the ethnic and racial composition of Lowell and its public schools. The school currently enrolls 47% Caucasian, 24% Asian, 24% Hispanic, and 5% African American.

7.) Profile of Founding Coalition

A. Make-up of Founding Group

Lowell Middlesex Academy currently operates as a program of Middlesex Community College and will continue to do so in the future. The founding group of the proposed charter school consists of the President of Middlesex Community College, Dean of Community and International Affairs, Dean of the Lowell Campus, Associate Dean for Community Affairs, and Director of the Lowell Middlesex Academy.

B. History of the Academy

Lowell Middlesex Academy was formed in connection with a voluntary desegregation plan signed in 1988 by the Lowell public schools. As part of that plan, the Lowell public schools have contracted every year with Middlesex Community College to provide an alternative high school program, consisting of remedial and academic instruction for students who have dropped out of Lowell High School.

As part of its agreement with the Lowell public schools, the Lowell Middlesex Academy provides a full complement of courses in English, Mathematics, Science and U.S. History to fulfill all Lowell High School requirements for graduation. In addition, the Academy provides student development classes and counseling services. Academy staff submit student grades each semester to the Lowell public schools so that students may receive credit towards graduation.

For its part, the Lowell public schools provide textbooks, the use of an Art classroom and instructor, and the sum of \$69,000. The Academy Director works in concert with the Middlesex Community College Office of Resource Development to secure the balance of the program's budget.

Additional partners are the large number of community agencies, enumerated in Section 5A. They continue to be intimately involved with the design of the Academy's program as well as with recruitment of eligible students.

C. Plan for Further Recruitment

Upon award of the charter, the Academy will recruit an Advisory Board, with representatives from local businesses, professional groups, community leaders, and government agencies.

8.) Timetable

A. Timetable of Events

Because the Academy is already in operation, it will not be necessary to spend any time securing facilities for the proposed charter school. Key events will occur according to the following timetable.

<u>Event or Activity</u>	<u>Date(s)</u>
Recruit students for fall term	Mar.15 - Sept.30
Advertise for staff positions	April 15
Interview candidates	May 15 - June 15
Complete hiring process	June 30
Purchase books and supplies	June 1 - Aug. 30
Teacher and staff orientation and training	Aug.21 - Sept. 1
Fall semester begins	Sept. 5, 1994

9.) Evidence of Support

A. Scope of Support

From its inception, Lowell Middlesex Academy has enjoyed broad and growing support from a wide range of community agencies, organizations, institutions, businesses, and community leaders. Beginning with the Lowell public schools and extending through the many referring organizations and agencies described in Section 5-A (above), the Academy has become widely respected as a valuable community resource by those who provide services to the city's at-risk youth. In addition, the Academy has reached out over the years to attract support from local businesses and professional organizations. Much of that support has taken the form of volunteer activities—teaching, tutoring and mentoring—in which local business and professional people work directly with Academy students.

Finally, and perhaps most importantly, the Academy's dedication to providing an education of quality to young people who have dropped out of the

formal education system has won the enthusiastic support of those young people themselves as well as that of their families.

B. Supporting Documents

Supporting documents may be found in the Appendix to this application.

10.) Educational Program

Since its inception in 1989, Lowell Middlesex Academy has operated under the guidelines of the Lowell Public High School. It is, in effect, a high school within a community college. With Charter School approval, we propose to initiate comprehensive curriculum and program reforms during the 1994-95 school year as a transition from the Lowell High School framework. This transition will be accomplished by utilizing our interdisciplinary team of teacher/counselors to gradually implement procedures proposed by our Advisory Board and Board of Trustees. The teaching methods to be employed (see 10-B) and the integration of community-based internships and interdisciplinary approaches to discipline-based instruction will provide a substantial departure from the current Lowell High School educational program.

As the Middlesex Charter School develops, the Academy will strengthen its ties to the college community by increasing its involvement with the college's 2 + 2 Program, through which qualified Academy students may participate in college classes and receive both high school and college credit. This will further our progress toward a model in which high school and college education are merged into a single continuum.

A. Detail

The current educational program of the Academy consists of standard Lowell High School academic and elective courses offered under a flexible college-like schedule. In order to fulfill the Lowell High School graduation requirements, Academy students must pass the following distribution of courses: four years of English, two years of mathematics, two years of US history, and one year of science. Students must receive a minimum of 85 credits for graduation, and receive 2.5 credits for each semester-length course. Students are placed in required courses according to their prior academic records and may choose elective courses at will. (See attached Spring, 1993, schedule)

During the 1994-95 academic year, we propose a transition from this framework to a more individualized, career-focused, competency-based curriculum. The curriculum will be individualized according to each student's learning style, and will allow the student to acquire not only the academic and non-academic skills required but also to gain practical experience in the work world. An interdisciplinary instructional approach will enable students to gain a greater mastery of the basic skills and concepts needed for entry into postsecondary education or the workplace.

Upon acceptance to the Academy, students will work with counselors to assess their interests and abilities and will then be placed in appropriate classes to further develop their existing skills. All students will be required to develop college entry-level mastery of math and English. Students will also participate in lifeskills learning modules, which will familiarize them with the practical lifeskills necessary for independent living. These include:

- personal finance/economics
- resume writing
- parenting skills
- conflict resolution
- time management
- stress management
- healthy lifestyles
- interpersonal social skills

Students will also be placed in community, public, or workplace sites for internships which will further enhance their developing skills.

The Fall 1994 schedule will be as follows:

Time	Mon/Wed	Tues/Thurs	Friday
12:00	Math	Computer	Internships
12:50	Life Skills	Life Skills	
	Independent Study	Independent Study	
1:00	English	Math	Remedial work
1:50	Elective	Life Skills	
	Independent Study	Independent Study	
2:00	Science	English	Athletics
2:50	History	Elective	
	Independent Study	Independent Study	Performing Arts
3:00	Computer	Science	
3:50	Life Skills	History	
	Independent Study	Independent Study	
4:00	Math	Computer	
4:50	Life Skills	Life Skills	
	Independent Study	Independent Study	
5:00	Dinner	Dinner	
5:50			
6:00	English	Math	
6:50	Elective	Life Skills	
	Independent Study	Independent Study	
7:00	Science	English	
7:50	History	Elective	
	Independent Study	Independent Study	

Access to affordable childcare has been found to be a major impediment to student retention for Academy students who are parents. Presently students are required to locate and contract appropriate child care services for their children independently. We propose to assist students in acquiring quality, affordable, local child care services during the hours that they are attending school. In addition, we will assist students in developing a low-cost babysitting network among themselves to further address this issue. The Academy will develop a current resource list of affordable local child care providers and provide a babysitting bulletin board for after hours child care networking among students.

B. Basis for Teaching Methods

New paradigms for teaching and learning position students as active “constructors” and “transformers” of knowledge rather than passive vessels to be filled with knowledge imparted by all-knowing teachers.⁴ Active learning techniques have, over and over, proven to be more effective in providing students with ownership over their own learning than traditional methods of imparting information which may or may not provide for learning and retention. The learning techniques used in the Lowell Middlesex Academy are designed to develop students’ competencies and talents--and to give them learning skills which will serve them in good stead in their future learning. Specific and interactive, interdisciplinary, and experiential. There will be opportunities for independent learning as well as for student-centered group learning. Based on the research of Johnson and Johnson, Eison and others, Academy teachers will implement increasingly complex modes of collaborative learning so that students are eased into a process with which they may be unfamiliar. Initial strategies will pair them with one partner through think-pair-share tasks, paired interviews with feedback, etc. and will move toward larger groups with more complex interaction and analysis. Teachers will work together as well. A concerted effort will be made to link topics and implications from discipline to discipline, so that students see the connections among the discrete areas of knowledge they are studying.

The intent of the Academy is to create a true learning community in which areas of knowledge are integrated, faculty work closely with one another (and students witness their collaboration), faculty work closely with students, and students collaborate with one another to generate ideas and to problem-solve. Students in the Lowell Middlesex Academy have, for the most part, experienced fairly traditional teaching methods in which the lecture format predominates. A more interactive and cooperative form of learning will present both a refreshing change and an effective means for engaging students who were previously disaffected. Ample flexibility for students to work independently as well as in small groups will be provided.

⁴ Johnson, D.W., Johnson, R.T., and Smith, K.A. (1991). Active Learning: Cooperation in the College Classroom. Edina, M.A.: Interaction Book Company

The Academy's interdisciplinary team of teachers/counselors will work with students to identify their primary learning styles and will facilitate students' placements in a variety of appropriate learning environments.

Internships will further provide Academy students with alternative learning environments. By means of workplace experience we believe that students will gain exposure not only to vocational and career areas, but also the practical experience of managing job related responsibilities. These experiences will provide Academy students with strong qualifications for entry into the workforce and will give them a strong grounding in the skills necessary for success in the community outside of the Academy.

C. School Calendar and Hours of Operation

The Lowell Middlesex Academy will follow the MCC calendar. Students will participate in a two-semester academic schedule. The hours of operation of the school will be from 11:00 A.M. until 8:00 P.M., Monday through Thursday, with Friday's schedule from 11:00 A.M. until 5:00 P.M. Since the college is open from 7:00 A.M. until 9:00 P.M., students will further have access to the building during those hours. We have found a late morning to early evening schedule best accommodates this student population. One of the most often expressed reasons for withdrawal from public high school was the early morning schedule. Thus, our schedule fits more closely with the needs of our target population.

11.) Student Performance

A. Assessment Plan

Pursuant to Adler's tenets and the experience of the Lowell Middlesex Academy to date, the Academy will measure each student's achievement against his or her own capacity to learn rather than placing an emphasis on comparison with others' performances. Letter grades will be augmented by extensive written critiques of each student's performance, highlighting specific areas of each achievement as well as targeted areas for continued growth. Students will be evaluated using a wide variety of assessment methods; these will include quizzes, tests special projects, independent work, and teacher/student class interaction.

Assessments will be done both quantitatively and qualitatively throughout the academic year. Academy staff will utilize classroom assessment techniques put forth by the Cross and Angelo (Classroom Assessment Techniques, 1993), ensuring that each class session incorporates informal assessments which allow both students and teachers to gauge progress and indentify areas of confusion and/or misinformation. Strategies such as one-minute papers, background knowledge probes, focused listings and concept maps join students and teachers in an ongoing partnership to clarify thinking, refine concepts, and acheive maximum learning from each and every class session.

In addition, students will have regularly scheduled exams and papers, allowing them to demonstrate, cumulative, knowledge and understandings. Opportunities for divergent as well as convergent thinking will be provided through larger projects and exams. Students will be challenged to solve problems and to derive original products and solutions to questions and issues which can be addressed in multiple ways. A primary aim of the Academy is to help students develop confidence in their own abilities to learn and to produce. Convergent thinking tasks, in which students are supported and encouraged to utilize their own intellectual and creative resources, are essential in this regard.

Standardized tests, or assessments which emulate them, will be utilized, at least once per year, to provide students with exposure to the type of instruments which are in regular use for college screening and/or admissions purposes.

Teachers will work with test results to help students focus on both test taking and strategies as well as content.

B. Remediation

The nature of the Academy population makes remediation an integral part of the program. Bilingual tutors and teachers will be available throughout the school day to provide all students with extra help. In addition, personal computers will be made available to the students for independent remediation. We have found peer tutoring AMong the the Academy students to be quite effective and this technique will also be implemented.

C. Skills Development Measurement

Development of skills will be measured through traditional and nontraditional means. Standardized achievement tests will be supplemented with student portfolio evaluations. Student portfolios will consist of autobiographies (in process), resumès, art work, computer work, and the results of oral evaluations given by the teachers and counselors. The MCC Placement Tests will be used as the final criteria for academic achievement.

12.) School Evaluation

A. Methods of Self-Assessment and Evaluation

A variety of methods will be used to determine whether and to what extent the Academy is fulfilling its mission and meeting its objectives. First, a number of separate governing bodies (described below in Section 14) will meet regularly to review the school's activities and provide appropriate direction. These governing bodies include the Board of Trustees, Advisory Board, School-Based Management Team, and Student Council. In addition, weekly staff meetings will be held to evaluate student and program performance, resolve problems, and make whatever modifications may be necessary to achieve the desired outcomes.

Certainly among the most important criteria to be used in determining whether or not the Academy is meeting its objectives will be the student performance goals described in Section 11, above. In addition, the students themselves will be asked to evaluate their instructors, their classes, and the program as a whole on a regular basis. These student evaluations will be used to guide future program development as well as to improve various aspects of the program.

Finally, in the spring of each year, an independent educational evaluator will be hired to provide a formal evaluation of the program. This evaluation will be used to provide an objective view of the progress of the program to date, allowing us to gain a clear focus on those elements of the program that need the most attention.

B. Dialog with Parents and the Community

The Academy will make every effort to involve parents in all aspects of the program, from seats on the Board of Trustees and the School-Based Management Team to participation in everyday activities. Parents will be encouraged to participate in the development of their children's individualized educational program, to meet regularly with program staff to monitor their children's progress, to attend family evenings, parent-teacher conferences, and special events, and to assist in developing a post-graduation plan for their child. Academy staff will maintain regular contact with parents through letters and phone calls, and will make every effort to meet with every student's parent or guardian at least once each semester.

This said, it is important to note that many Academy students come from unstable family backgrounds, making it extremely difficult in some cases to engage parents effectively. In fact, at any given time, approximately half of all Academy students are not living with their parents. While Academy staff will make a concerted effort to involve parents as much as possible, many parents will find it extremely difficult, and sometimes impossible, to reach.

As for involvement with the wider community, this will come about through an aggressive outreach campaign to develop community service projects and work experience opportunities for our students. This will require extensive contact with a wide variety of businesses and community agencies. In addition, representatives from a number of these businesses and organizations will serve on the Academy's Board of Trustees.

13.) Human Resource Information

A. Staff Selection Criteria

The full-time staff of the Academy will consist of the following personnel: four teachers, one each in Language Arts, History, Practical Skills, and Math, Science & Technology; two counselors; one principal; and one administrative

assistant. In addition, two part-time teachers will be hired, one in Language Arts and one in Math, Science & Technology.

Teaching and other professional staff will be expected to have Masters-level coursework in a relevant area, experience teaching at-risk youth, experience using cooperative education techniques, experience in curriculum development and working as part of a professional team. Staff will be selected as much as possible to be representative of the ethnic and racial population of the students at the Academy.

B. Personnel Evaluation Procedures

All staff will be formally evaluated twice a year in conformity with the Middlesex Community College personnel evaluation guidelines. The principal will be evaluated by the College's Associate Dean of Economic and Community Development. All other staff will be evaluated by the principal of the Academy.

In addition to these formal personnel evaluations, staff will also be evaluated by the students at least once in every program year.

C. Other Employee Information

Employees will be hired initially on one-year contracts. As employees of Middlesex Community College, the terms of their employment, including fringe benefits, vacation days, and all employee rights and responsibilities, will be fully in accordance with the personnel policies of the College. The salary structure will be as follows:

- | | |
|----------------------------------|-------------------|
| • Full-time teacher or counselor | \$30,000 per year |
| • Principal | \$40,000 per year |
| • Administrative Assistant | \$20,000 per year |

Staff development activities will take place on an ongoing basis. Weekly meetings will provide a regular forum to discuss issues of teaching and learning. In addition, two staff development days, one in each semester, will be given over to activities to enhance the professional skills of staff in dealing with Academy students. Private consultants will be hired, as appropriate, to develop and lead these professional development sessions.

14.) School Governance

A. Internal Management

The Academy will be managed by a school-based management team, consisting of the Principal, MCC's Associate Dean of Economic Development and Community Affairs, one teacher, one counselor, the President of the Student

Council, a parent, and a member of the Advisory Board. The team will meet bi-weekly to decide upon all matters relating to procedural issues, the implementation of policy, and resolving ongoing problems. Day-to-day management of the Academy will be the responsibility of the Principal.

A Student Council, of which all students will be members, will meet bi-weekly with the Principal.

B. Board of Trustees

The Academy Board of Trustees will consist of the President of Middlesex Community College, two representatives of the Lowell business community, a representative of the Lowell public schools, two representatives from local community organizations, one student, one parent, and one teacher.

C. Board Roles and Responsibilities

The Board of Trustees will bear ultimate responsibility for ensuring that the Academy is progressing properly toward the achievement of its objectives. At its monthly meetings, it will review the current status of all Academy activities and give direction and guidance to Academy staff.

D. Board Relationship to Teachers, Administrators, Students and Families

Because representatives from each of these groups will sit on the Board, care will be taken to ensure that their interests are well represented. With advance notification, other teachers, administrators, students and family members may attend Board meetings to ensure the proper representation of their views.

E. Parent and Student Involvement in Decision-Making

As has already been seen, parents and students will be represented not only on the Board of Trustees, but on the Advisory Board, the School-Based Management Team, and the Student Council. Parents and students will be actively encouraged to participate in Academy affairs.

F. Community Involvement

Community involvement will take a variety of forms, including community service activities, the placement of students into a wide variety of work experiences, the active solicitation of volunteer assistance from the community at large, and the frequent appearance of guest speakers and other resources from the community.

15.) Building Options

As already described in Section 4-A, the Academy will be located at the City Campus of Middlesex Community College. See Section 4-A for a description of that facility.

APPENDIX

1. Lowell Middlesex Academy Spring 1994 Schedule
2. Letters of Support



The Lowell Community College
Spring 1994 Semester
January 10th - April 22nd

Monday/Wednesday

12:30 - 2:00

English III (304)
Ms. McKiernan

Street Law B (303)
Ms. Tsongas

2:05 - 3:35

Basic English (303)
Ms. O'Connor

Studio Art (LHS)
Ms. Hancock

Tuesday/Thursday

1:30 - 3:00

Life Skills/ (304)
Job Search
Ms. Henchey/Mr. Hunter

Parenting (303)
Ms. Bacos

3:05 - 4:35

Computers (203)
Ms. Ferriera

Biology (302)
Ms. Champigny

3:35 - 4:00

BREAK

4:35 - 5:00

4:00 - 5:30

Reading & Writing (303)
Ms. Angeloni

US History II A (302)
Ms. Coravos

US History II B (304)
Mr. Borst

5:35 - 7:05

English II (302)
Ms. Provencher

Accounting I (303)
Ms. Long

5:00 - 6:30

English IV (302)&(304)
Ms. Bejaniance

Functional Math (303)
Mr. Campbell

6:35 - 8:05

US History I (304)
Mr. Georges

Algebra (303)
Mr. Campbell

Friday 10:30 - 4:30

Absence Make-up, Volunteer Service, Tutoring
Ms. Henchey

Bedford Campus
Springs Road
Bedford, MA 01730
617-275-8910

City Campus
Kearney Square
Lowell, MA 01852
508-937-5454

Commonwealth of Massachusetts

THE TRIAL COURT

DISTRICT COURT DEPARTMENT



LOWELL DIVISION

41 Hurd Street

Lowell, Massachusetts 01852

Neil J. Walker
First Justice

Barbara S. Pearson
Associate Justice

Established 1833

William A. Lisano
Clerk Magistrate

Gary R. McGee
Chief Probation Officer

Area Code (508) 459-4101

February 14, 1994

Dr. Piedad I. Robertson
Secretary of Education
Executive Office
1 Ashburton Place
Room 1401
Boston, MA 02108

Dear Dr. Robertson:

I would like to highly recommend and support the Lowell Middlesex Academy.

As a Juvenile Probation Officer for the past twenty years, in many divergent District Courts; I have had contact with numerous residential placements and educational alternative programs.

I can, without hesitation, recommend and request any additional assistance that can be provided in helping this program to expand and continue the efforts in helping young adolescents of the Lowell area.

I have personally observed the positive effects that the Academy has had on many misguided youth of this area; and the alternatives to dropping out of school without the chance of a high school diploma.

Any consideration you can give the Academy would be appreciated by the many young people it has served.

Please feel free to contact me anytime regarding this request.

Sincerely,

A handwritten signature in cursive script, appearing to read "James J. Dwyer".

James J. Dwyer,
Probation Officer



Cambodian Mutual Assistance Association
of Greater Lowell, Inc.

125 Perry Street
Lowell, MA 01852
(508) 454-4286
Fax (508) 454-1806

February 14, 1994

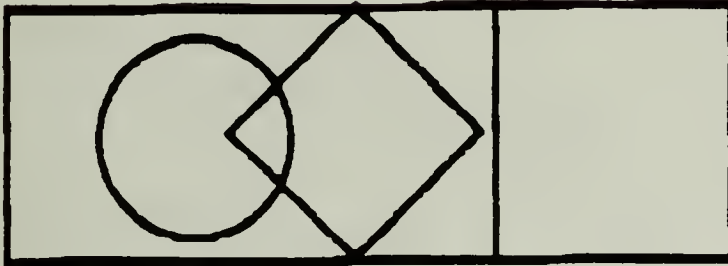
Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401, McCormack Building
Boston, MA 02108

Dear Dr. Robertson:

This letter is in support of Lowell Middlesex Academy's Charter School proposal. The LMA serves a critical need in the City of Lowell in returning former dropouts to school. We have been referring our students to the LMA for the past two years as a part of our Young Parents Program. If Charter School approval is granted, we foresee the continuation of this relationship.

Sincerely,

Pere Pen
Executive Director



Center for Family, Work and Community
University of Massachusetts Lowell
One University Avenue
Lowell, Massachusetts 01854
(508) 934-4677 FAX (508) 934-3026
Internet hartli@woods.ulowell.edu

February 14, 1994

To whom it may concern,

The Center for Family, Work and Community at the University of Massachusetts Lowell is extremely enthusiastic about the possibility of the Lowell Middlesex Academy receiving funding to continue their efforts to reduce the high school drop-out rate in the Greater Lowell area.

We have full confidence in Middlesex Academy's ability to develop educational, leadership and other skills. The Center will offer Middlesex Academy support in this and other endeavors. The Center's mission is to develop the human potential in the Merrimack Valley region. We use an experiential learning approach to more fully develop the following skills in youth: problem-solving, two-way communication, trust-building, appropriate risk taking, leadership, and conflict management.

We have collaborated with Middlesex Academy in the past for various events and will continue to work together to develop the potential of youth.

Again, the Center for Family, Work and Community encourages you to support Lowell Middlesex Academy. Lowell is in need of alternative educational and leadership opportunities for youth and Middlesex Academy can "make it happen."

Most sincerely,

A handwritten signature in cursive script that reads "Linda Hart".

Linda Hart
Project Manager

February 15, 1994

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
Room 1401, McCormack Building
1 Ashburton Place
Boston, MA 02108-1696

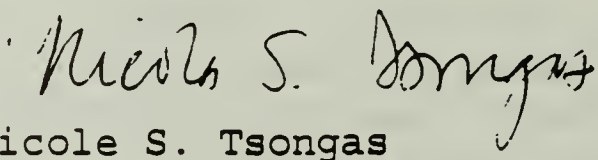
Dear Dr. Robertson:

I am writing to you in support of Lowell Middlesex Academy's application to become a Charter School.

I have been teaching a course in law at Lowell Middlesex Academy since September, 1993. I think the small overall size of the school, the generally smaller individual class sizes and the almost daily supervision of students by experienced guidance personnel are the strongest features of this alternative school. Many students become, for the first time, comfortable with a school environment and this new found comfort level provides a unique opportunity for learning.

However, students come to Lowell Middlesex Academy with a complex variety of academic skills. Even the brightest students are often extraordinarily deficient in certain academic basics. For example, in a recent class of predominantly newly enrolled students, ages 16 and over, a majority said they had never before been asked to answer an essay question and had no idea how to do so. Given the Academy's limited financial resources, it is often unable to address in a clear, consistent and integrated manner the educational needs of these young people. Were it to become a Charter School, I feel it would build on its demonstrated achievements in making students personally comfortable in school with a clear, consistent and academically appropriate program that both meets the students' need to be taught fundamental learning skills and satisfies their desire to learn.

Very truly yours,


Nicole S. Tsongas

vr

February 15, 1994

Dr. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401, McCormack Building
1 Ashburton Place
Boston, MA 02108-1696

Dear Dr. Robertson:

I am writing to you in support of Lowell Middlesex Academy's application to become a Charter School.

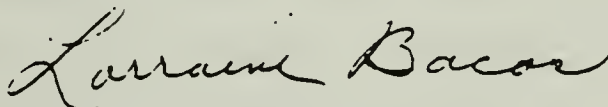
Having worked in this alternative high school as a counselor and teacher, it has become apparent that with more resources, i.e. comprehensive teaching, counseling and tutoring programs, these young men and women will be given a chance to succeed.

The common denominator seems to be a willingness, despite many obstacles and limitations, to learn, with a goal of becoming productive citizens.

This is the last chance for these students. After this, they will be relegated to the bottom of society. A Charter School could offer hope and a new beginning instead of once again, closing the door on this population.

Here at Lowell Middlesex Academy, we have the students who seem motivated to learn, all we need are the resources to make this learning possible.

Sincerely,



Lorraine Bacos

vr

Susan Quach
692 Middlesex St.
Lowell, MA 01851
February 11, 1994

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401, McCormack Bld.
Boston, MA 02108

Dear Secretary Robertson:

No matter how fabulous the structure of a school is, with no motivation in the students, the perfect school would just be left empty. I believe the most important part of a school is the students. Schools are supposed to benefit the students and for that reason, you should hear from a student's point of view.

I am writing on behalf of Lowell Middlesex Academy, but I also represent the majority of youth in our community. The students here are very bright but simply need a chance. L.M.A. has really motivated the students to be positive and optimistic. With the devoted staff of L.M.A., this school is a close-knit family where people of all cultures blend ~~and~~ like

brothers and sisters. L.M.A. brings a new meaning to education. I hope you will support our proposal and give us the funding necessary to expand our program. Thank you for your time.

Sincerely,
Susan Quach
Susan Quach

A. David Valentin
98 Crane St.
Lowell MA, 01852.

Dear Dr. Robertson:

Hello, my name is David Valentin
President of the student body. I represent
all the students at the academy.

I'm writing so you can positively
consider Karen Galeri's Charter School
proposal.

The Lowell Middlesex Academy has been
my savior. In 1992 I dropped out
of 8th Grade. I wasn't interested in
school at all. Teachers didn't like me,
and I didn't like them.

While I was out of school I joined a
gang. I became seduced by the life-
style. I was involved with many
illegal activities, until I was caught.
I was sentenced to one year of
probation. My probation officer
suggested I return to school.

I was enrolled at the L.M.A.
I was really nervous about going
back to school.

While I was here, I met the
most dedicated staff of teachers
imaginable. They were all so supportive.

Now I'm a straight A student and plan to go to College and become very successful. I'm enthused with learning now.

School is my family, I never had a real one, but I at least have friends now.

Sincerely Yours

A. Paul Smith

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401 McCormack ^{B1D}
Boston, Ma 02108

Christopher Brathwaite
98, Grove St
Lowell, Mass
01852.

Dear Secretary Robertson,

Hi my name is Christopher Brathwaite and I am in the S.M.A program. All the students in this program would appreciate it if you support our proposal.

When I was six-teen I dropped out of school in the ninth grade because I felt like I didn't belong there. I started hanging out with the wrong crowd and getting into trouble. I was just misbehaving constantly and I felt like a lost cause. Until I got into the S.M.A Program, I began to relate to other people and the people in this program are like family to me.

Everybody in this program is reaching in the right direction with a positive attitude and we will really appreciate if you support Kaur Sahi's proposal for the Charter School.

Truly Yours,
Christopher Brathwaite

Dr. Piedad F. Robertson
Secretary of Education
One Ashburton Place
Room 1401, Nic Cormack Bld.
Boston, Ma 02108

Dear Dr. Robertson:

My name is Honna Lacy, and I am a twenty one year old student currently attending Lowell Middlesex Academy.

I left Lowell High at the age of sixteen, because I didn't feel like being just a number in the school registry. You would have to do something pretty bad to really get the recognition and help you needed. I stayed out of school for about five years and I never thought I would have another chance at receiving a high school diploma. I tried to go back to Lowell High School but they said I was too old and would have to go and get a GED. I decided that I didn't want a substitute diploma and that I won't take anything else but a diploma. I heard about LMA from a friend and it really got me excited about receiving

an education. I decided to go down and give it a shot, the only thing that could happen was, I would be rejected once more. They accepted me and I have been here since the spring semester of 1992 and I have learned so much from the teachers, Karen the school director, Laura my mentor, and the rest of the staff. Without them I would have never learned to respect myself and know I can have a better future.

I am writing to you about the Charter School Proposal. It would do so much good, and it would give someone else like me a chance to have a better future in education. We are all counting on your decision to make our school the best in Massachusetts.

Sincerely Yours
Kenna Kacey
654 School St.
Lowell, Ma. 01851

Pablo Rivera
71 Howard St.
Lowell, Ma. 01851
2-11-94
(508) 459-1727

Dr. Piedad F. Robertson
Secretary of Education
Executive office of Education
one Ashburton Place
room 1401, McCormack Bld.
Boston, MA. 02108

Dear Secretary Robertson:

My name is Pablo Rivera, and I'm a student at Lowell Middlesex Academy. I am writing to you concerning our charter school proposal. We would like you to support us on this proposal.

The reasons why I think you should help us on getting our school proposal is because we're better than any other high school to date. They don't allow a student to graduate unless they can read at least twelve grade reading level. They make us feel as if we're a big family. If we need a job or a place to stay they usually go out of their way to help who ever needs a place to stay, or a job to get one.

The teachers in this school don't usually bore you. They make you get involved, and that's the only real way to learn, at least that's what I believe. Since I've become a student at Lowell Middlesex Academy my grades went from usually C's and D's to almost all A's. It's not that the classes are easier, because some of the teachers teach at Lowell High School as well. It's just that the whole school gets together, and that gets you involved allowing you to want to learn more. I'm a former drop out from Lowell High, I didn't like Lowell High, the teachers were usually boring and they hardly didn't allow you to participate. At Lowell Middlesex Academy they hear us out, and sometimes if students don't agree they allow us to debate it out.

I've been at Lowell Middlesex Academy for about a year. And I learned more here than I ever learned at Lowell High. I learned micro-soft works and now taking up word-perfect. I found out that I enjoy working with kids, thanks to the L.M.A.'s volunteer program. That's why I would like to become a teacher at the Elementary level. I figure that if I can teach kids at earlier grades the way I was taught at Lowell Middlesex Academy those kids will probably end up being too smart for jr. high school; get straight A's and prove that the L.M.A. way is the future way. To prove to you that their teaching style works here's a copy of my transcript's, so that you can see the difference that L.M.A. made compared to L.H.S. I thought I had C's and B's at L.H.S. but unfortunately they were D's and E's. Look at the grade difference for yourself that L.M.A. did for me. So I hope you support our charter school proposal. Thank you for your time.

Sincerely,

Pablo Rivera

Pablo Rivera

71 Howard St.

Lowell, MA. 01851

SECONDARY SCHOOL RECORD

1. STUDENT IDENTIFICATION		STUDENT'S FULL LEGAL NAME, LAST NAME FIRST			
		RIVERA PABLO			
SEX	COMMON NAME	OTHER LAST NAMES USED	BIRTH DATE	SOC SEC. NUMBER	
M			04/06/74	024-56-6744	
PARENT OR LEGAL GUARDIAN					
NAME		ADDRESS			
FELICITA RIVERA		71 Howard St.			
CITY		STATE	ZIP		
Lowell		MA	01851		

2. SCHOOL IDENTIFICATION	
NAME The Lowell Middlesex Academy	
ADDRESS 33 Kearney SQ.	
CITY Lowell	PHONE (508) 656-3335
STATE MA	ZIP 01852 SCHOOL CODE

3. STUDENT'S ACADEMIC HISTORY							
MINIMUM PASSING MARK		OTHER PASSING MARKS USED (AND NUMERICAL EQUIVALENT)					
GRADE & YRS	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS	GRADE & YRS	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS
LOWELL HIGH SCHOOL							
89/90	English I	54	00.00	92/93	Basic English I B	90	02.50
89/90	Communication Skills	67	05.00	92/93	English II A	95	02.50
89/90	Algebra II A	50	00.00	92/93	Functional Math I B	98	02.50
89/90	Spanish I	N	00.00	92/93	US History I B	96	02.50
89/90	Physical Science	INC	00.00	92/93	Physical Science I A	96	02.50
89/90	Anc Civil/Eu	69	05.00	92/93	Computers	99	02.50
89/90	Physical Education	68	02.00	93/94	English II B	93	02.50
89/90	Health ED	52	00.00	93/94	English III A	80	02.50
90/91	English I	58	00.00	93/94	English III B	80	02.50
90/91	English II	WDN	00.00	93/94	English IV A	93	02.50
90/91	Algebra II A	50	00.00	93/94	US History II A	94	02.50
90/91	Algebra II B	WDN	00.00	93/94	Physical Science	91	02.50
90/91	Spanish I	50	00.00	93/94	Typing	90	02.50
90/91	Physical Science	50	00.00				
90/91	US History & Government	WDN	00.00				
90/91	Physical ED	55	00.00				
90/91	Health ED	50	00.00				
LOWELL MIDDLESEX ACADEMY							
92/93	Basic English I A	94	02.50				
92/93	US History I A	84	02.50				
92/93	Functional Math I A	90	02.50				
92/93	Communications	85	02.50				
92/93	Volunteer Service Internship	93	02.50				
92/93	Health	86	02.50				

4. STUDENT'S ACADEMIC SUMMARY															
ACADEMIC STANDING				NUMBER OF CREDITS EARNED										SIGNIFICANT DATES	
AT THE END OF *	GPA	CLASS RANK	CLASS SIZE	LANGUAGE ARTS	FOREIGN LANGUAGE	MATH	SOCIAL SCIENCE	NATURAL SCIENCE	FINE ARTS	PRACTICAL ARTS	BUSINESS	PHYSICAL EDUCATION	OTHER	ENTRY	REENTRY
														ANTICIPATED GRADUATION 05.94	
														GRADUATION	

* ENTER NUMBER AND SEMESTERS, TRIMESTERS, QUARTERS, GRADE, YEARS, ETC.

5. ADDITIONAL STUDENT INFORMATION		STUDENT'S NAME, LAST NAME FIRST	
Additional information about this student, as checked below, is provided either in this space or on attached pages.			
<input type="checkbox"/> A. Interests, activities, and accomplishments	<input type="checkbox"/> B. Special features of student's program	<input type="checkbox"/> C. Special problems or needs	<input type="checkbox"/> D. Personal inventory or checklist
<input type="checkbox"/> E. Written comments	<input type="checkbox"/> F. Other		

6. TEST SCORES (PRIMARYLY GRADES 10-12)

7. ADDITIONAL SCHOOL INFORMATION				
Additional information about our school, as checked below, is provided on the attached pages or school profile.				
<input type="checkbox"/> A. Accreditation information	<input type="checkbox"/> B. Method of computing GPA	<input type="checkbox"/> C. Method of computing class rank	<input type="checkbox"/> D. Key to symbols and titles	<input type="checkbox"/> E. Explanation of curriculum
<input type="checkbox"/> F. Description of marking system	<input type="checkbox"/> G. Frequency of student			

8. PREVIOUS SECONDARY SCHOOLS ATTENDED					
NAME OF SCHOOL	STREET ADDRESS	CITY	STATE	ZIP	FROM TO

9. SCHOOL OFFICIALS		
SCHOOL PRINCIPAL		PERSON TO CONTACT FOR ADDITIONAL INFORMATION
NAME Karen J. Saberi, Director	NAME Robert A. Hunger, Counselor	SIGNATURE OF OFFICIAL VERIFYING THIS RECORD
TITLE	TITLE	DATE

Dr. Piedad F. Robertson
Secretary of Education
One Ashburton Place
Room 1401, McCormack Bld.
Boston, MA 02108

Champa Cunn
43 William St #5
Lowell MA 01855

Dear Secretary Robertson, 5-11-94

My name is Champa Cunn
I am 18 years-old. I dropped out of
school when I'm was 16 years-old.
I am writing to tell you about
L.M.A. and how it is different from
L.H.S. Some of the things that are
different from L.H.S are the subjects
that we had in our school. I wanted
to be an accountant. All I wanted is
to take the subjects that I need to
be an accountant. I didn't want to take
the subjects that had nothing to do
with accounting. I think it's a waste
of time to go through all of the subjects
that I need to learn. This is all I
have to say.

Thank you

yours truly

Champa Cunn

Dr. Piedad F. Robertson
Secretary of Education
One Ashburton Place
Room 1401, McCormick ^{Bld}
Boston, Mass

02108

Jessica Anson
1337 Pawtucket ^{Bld} apt 10
Lowell, Mass

01854

Dear Secretary Robertson,

Hi my name is Jessica Anson I'm 19,1/2 old. I dropped out of school at the age of 16. I had a lot of problems when I was in high school. I went through a stage of suicide. I thought that was the only way to get away from everything and everyone. So when I went away for help. They found out that I had an illness. (Depression) So I went back home.

I wanted to go back to school really bad. So I tried out all the schools they didn't work. So I stopped trying. But then I heard of S.M.A. so I decided to try it. I enrolled at S.M.A. I loved it. The teachers are so loving, understanding, caring and especially trusting.

I came to S.M.A. in September '93. I'm still here because I really (etc) love this school. It is like a big family I think this school is the best I've ever gone to. Even when my time is up. I still don't want to leave.

The person that makes this place so wonderful and peaceful is the Director Karen Saleri. I love her a lot she is the one that makes me feel safe. If it wasn't for her I don't think I will have the courage to know that I'm somebody. She taught me a lot about myself. She taught me that I'm special in many ways no matter what happens in the future.

Truly Yours,
Jessica Anson.

Dr Piedad F Robertson
Secretary of education
executive office of education
One Ashburn place
Room 1401, McCormack Bld.
Boston, Ma 02108

Heather Sands
26 C Farmland rd
Lowell, ma 01850

Dear Secretary Roberson:

My name is Heather Sands. I'm 18 years old. I dropped out of high school at the age of 16. I finally decided to go back when I heard about LMA. I dropped out of high school because the teachers didn't seem to care and didn't do anything to help me out. At the academy the staff cares about what you have to say and will help you with anything. Especially this one counselor Laura I can tell her anything I feel I can really trust her. I feel I have known her for longer than I have. For the first time in my life I can actually say I love school. Not just the students but the staff too. Especially Laura, I don't want to ever leave but I guess I don't have a choice. I plan to go to college and hopefully I'll be able to give LMA what they have given me. Please support our charter school proposal.

Sincerely,
Heather Sands

Dr. Piedad F. Rodriguez
Secretary of Education
Executive Office of Education
One Ashmun Street
Room 1101, McCormack Bld.
Boston, MA 02114

Dear Secretary Rodriguez:
My name is Patricia Kelly, I am
18 years old and dropped out of
school when I was 16 years old
because I didn't realize how
important my education really was
I decided to go to MITESCA, LMA,
which has been a great
experience for me. Everyone helps
everyone else out. Everyone cares
about me and others. This program
has made me look at life
in a whole new different way.
I know now that I can do
anything and do anything I want
(LMA) has given me that new
attitude. That is why I think
this Charter School Proposal
should be supported by you.

Sincerely,
Patricia Kelly
53 Woodward Ave
Lowell, Mass 01854

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401, McCormack Bld.
Boston, Ma 02108.

Dear Dr. Robertson,

My name is Lucy Morales, I am 22 years old, and I dropped out of Lowell High School when I was 15½. I dropped out of school because I felt as though the teachers at L.H.S. did not teach the student(s) what they were there to learn. I know kids that are getting out of junior high and I say to them "Try and get into the Voke instead of Lowell High, because the teachers at the Voke, take time to teach the student(s) unlike Lowell High". Then I heard about this great program, called Lowell Middlesex Academy. I feel that in the full year that I have attended here, the teachers are really wonderful.

They take the time to go over what they are teaching. I have learned a lot from being at L.M.A. I feel that people should be able to give other people a second chance to get an education. L.M.A. is the one and only place in the United States that is willing to give people that chance. Please don't let L.M.A. go under.

Sponsor the Lowell, Middlesex
Academy.

Sincerely Yours.
Someone who is
and would sponsor
the Lowell Middlesex
Academy

Lucy Morales
635 Varnum Ave.
Lowell, Ma 01854

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton place room 1401
Mc Cormack Bld Boston 02108.

Jacy Leonardo
54 Marshall St
Lowell Ma #8
-01854

Dear Dr. Robertson
My name is Jacy Leonardo
and I go to the Lowell
Middlesex Academy I am
20, years old and I dropped
out of school when I was
17, years old. I also have
a daughter I had her when
I was 18, years old.
I was introduced to FMA
from my best friend Amy Vadnai's
who graduated from FMA in 93.
After I left High School I didn't
really think that I would
ever go back to school,
but FMA gave me another chance.
Now I can go to College and
support my daughter the ~~best~~ right
way not from the government.
I love this school so much
my life has changed. I learned
how to appreciate myself
and to have patience. With out
this school a lot of people in
this world wouldn't make it.
Sincerely yours,
Jacy Leonardo.

Dr. Edward F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1501, Massachusetts Bldg
Boston, MA 02108

Keith McKennedy
372 Lincoln St
Lowell, MA 01851

Dear Secretary Robertson, My name is Keith McKennedy and I am 19 yrs old. I am a student of Lowell Middlesex Academy. I'm writing to explain to you the importance of this school to the community. I dropped out of school at age 16. During my time off from school, I worked manual labor jobs for minimal amounts of money each week. I had lost all desires to strive for any goals or dreams. I'd lost faith in everything, even myself. Until, I found Lowell Middlesex Academy. This school was and is the best chance that has ever been given to me. I admit, I made the mistake of dropping out of school, yet I was quite immature and very influenced. Every person deserves and needs a second chance, once and a while. This school gives kids new ideas and values by showing them the need for education. We, as the future, now realize what is demanded of us in order to survive in today's society. This Academy has come a very long way and to cut us short would be as if you were cutting the future short. Please remember, we are needed in the future and we must be able to handle the problems that soon will face us.

Sincerely,
Keith McKennedy

Dr. Peidrad F. Robertson
Secretary of Education
Executive office of Education
One Ashburton place
Room 1401, McCormack Bld.
Boston, MA. 02108

Johnny Simunary
7 Aburn Street
Lowell MA. 01852

Dear Secretary Robertson:

My name is Johnny and I go to Lowell
Middlesex Academy. I've been here for about
a month now and its great here. Its all
that you want it to be. You go to school
and learn everything you need and more.
Its the same thing as going to a regular
high school but you don't have to get up
early in the morning.

L.M.A. is great for pregnant teenagers
because they give them a chance to get
their education. L.M.A. gives them
support, lets them understand their
choices, and guides them to where they
want to be.

This program is very important to me
~~because~~ no one in my family has a
high school diploma. My father and
mother don't have one and my brother
dropped out when he was a fresh-
man. Now I'm trying to get mine
through L.M.A. and its like having
a second chance.

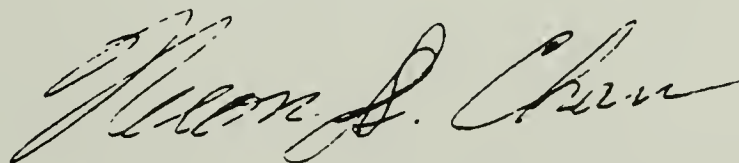
Thank You Johnny Simunary

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401, Mc. Cormack Bld.
Boston, Ma. 02108

Dear Secretary Robertson:

I am writing to you about how I came to the L.M.A. school or program. I dropped out of school for about two months and I was going nowhere in life. When I came to the program, it changed my perspective on life. I have been in the program for two years. My past experience in Lowell High School was just skipping and cutting class. Now I want to go on with my life. The program is important because it's the thing that is helping me go on with my life and with my education.

Sincerely:



Wuen S. Chan
118 c. street
Lowell, MA 01850

Dr. Medad F. Robertson
Secretary of Education
Executive Office of Education
One Amherst Place
Room 701, McCormick Bldg.
Boston, MA 02108

Dear Secretary Robertson:

I'm a sixteen year old who dropped out of Lowell High School due to some family problems. I thought that I had no chance of getting a high school diploma. Then my sister told me about the Lowell Middlesex Academy so I figured I would take a chance, make my last chance at a high school diploma. When I went down to Lowell Middlesex Academy I thought that I was going to get into a lot of trouble but I've been in this school for two weeks and the people are friendly and the school is great. I think that you should let the school to give other people a chance at a better school.

Sincerely,

Jason Carnevale

16 Amherst St.

Lowell, Mass 01850

Jr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
The Robertson Place
Room 1401, Mr. Cormack Bldg.
Boston Ma. 02108

Dear Secretary Robertson

I'm a student at Lowell Middlesex Academy, who like the many students depend on a program where there is a type of family structure. Many of the students including myself come from a broken home, and this program in a way replaces your need for a family. It gives me a great feeling of self respect and appreciation for myself. I myself was an honor student at Lowell High School enrolled in honors classes getting fairly good grades, so this is not just an easy way out for students. I feel this program should be broadened, so I am asking you to seriously consider the Charter School Proposal. In conclusion, this program has given me a second chance, and I'm sure there are others who truly deserve a second chance and you can give it to them.

Sincerely,

William E. Cronson

Dr. Piedad .F. Robertson
Secretary of Education
Executive of Education
One Ashburton Place
Room 1401, McCormack Bld.
Boston MA 02108

Dear Secretary Robertson
I would like to tell you how much of a
great school LMA is and the great things
they've done for me. When I was going to Lowell
High I ALWAYS cut class to get stoned. It got
so bad that I got thrown out of Lowell High.
Some one told me about LMA, so I checked it out
I liked what I saw so I enrolled. The
first week or so I was here I still had
my Lowell high attitude. Then I got thinking
to my self, they respect me so I should re-
spect them. They don't care who you are or what
your past is they just care about your future.
So please support our charter school proposal. It
is a good cause it can do a lot of good for
a lot of kids.

Yours Truly
Ray Howard

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Place Ashburton Place room 1401
McCormack Bld. Boston Ma, 02108.

Randy Scott.

Dear Dr. Robertson
My name is Randy Scott.
I'm 21 years of age and I attend
the Lowell Middlesex Academy
"for drop-out students."
I am writing this letter to
inform you of how much we need
this fund for our Charter School
Proposal. This school is one of the
best things that ever happen
to me.

When I was at Lowell
High School. I never attended school
or any of my classes because
I felt that the teachers didn't
care if we learned anything.
I dropped out of High School when
I was 16 years of age. Because
I felt that I knew everything
there was to know to get a job.
At the age of 19 I found this
School and started to attend in
January of 1993. I have here
for a year now and I have
learned more in this one year

at "Jowell Middlesex Academy"
than I learned in the two and
a half years I attended Jowell High
School. This school is more like
a family than a school.

The students here take pride
in everyone and everything they
do. The administrators of
Middlesex Community College are
so nice to let us use this
building. If you give this fund
to the "Jowell Middlesex Academy"
we can become a "Charter School".
Your money will not be wasted.

This school can really change
a person's life around. If you
can't believe my letter, why
don't you come to our school and
decide for yourself.

We deserve this fund.

If it is possible for you to take
some time out of your busy schedule
to come visit our school.

we would be really thankful,
and we would really appreciate it.

To close this letter I am
going to say one thing. If you
only get one thing out of this
then I hope it's our funding
for our charter school.

Sincerely yours
Randie Catt.



LOWELL MIDDLESEX ACADEMY
CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

PART III

Submitted to:

**MASSACHUSETTS
EXECUTIVE OFFICE
OF EDUCATION**

Contact:

**Karen J. Moore, Executive Director
Lowell Middlesex Academy Charter School
Middlesex Community College
33 Kearney Square
Lowell, MA 01852**

(508) 656-3286

September 30, 1994

16) Code of Conduct

A. Rules and Guidelines for Student Behavior

LMA Charter School students will be expected to adhere to the rules and guidelines set down in the Middlesex Community College Student Handbook. Please see attached *Middlesex Community College Student Handbook, 1994-1995* (Appendix A).

B. Expulsion and Suspension Policies

LMACS will follow MGL Chapter 71, Section 37H. In addition, policies regarding student expulsion and suspension are described in the *Middlesex Community College Student Handbook* (Appendix A), pages 30 through 37.

17) Special Needs Students

LMACS will promote open access and equal opportunity to all eligible students, including those who have been previously designated as special needs students. An individualized academic plan will be developed for every student, taking into account any special needs that the student may have. Every effort will be made to ensure that students who enter the school with an existing IEP receive the full complement of services detailed in that IEP. LMACS staff will facilitate the development of an IEP for any student who evidences a learning disability or other special need after entering the school.

LMACS students will have full access to the broad range of services provided by the Middlesex Community College Office of Services for Students with Disabilities. Please see, attached, a description of the services provided by this office (Appendix B).

18) Funding

A. Start-up Budget

The LMACS start-up budget has been included as Appendix C.

B. Five-Year Budget

A five-year budget, covering projected income and planned expenditures, is included as Appendix D.

C. Sources of Income

LMACS will aggressively pursue additional public and private sources of income to supplement the per pupil tuition. Anticipated sources of income include funds from:

- Chapter 1;
- The School-to-Work Opportunities Act;
- Goals 2000;
- MassEd Online;
- Elementary and Secondary Education Act.
- Private foundation and corporate funders.

19) Accountability

A. Annual Report

LMACS will publish an annual report describing the school and what has occurred over the previous year, as well as providing basic data on student characteristics and academic performance, and on school finances. Student data will be compiled from the Middlesex Community College Student Information System (SIS); financial data will be generated by the Middlesex Community College Financial Reporting System (FRS).

Annual reports will be published by August 1 of each year for the preceding school year, and will be widely disseminated to students, staff, parents, community members, and other interested parties.

B. Financial Review

LMACS financial accounts will be monitored regularly by the Executive Director and the LMACS Board of Trustees. An annual audit will be conducted by a duly licensed outside auditor.

C. Maintaining School Records & Disseminating Information

School records will be maintained on the computerized Middlesex Community College Student Information System (SIS). Information required under public school law will be compiled from SIS records and disseminated to the appropriate parties on a regular basis.

20) Transportation

A. Plan to Transport Students

Because the Lowell School Department does not provide for the transportation of high school-age students, we will not provide this service for our students either. We will, however, attempt to obtain discounted bus fares for our students from the Lowell Regional Transit Authority. In addition, we will try to secure additional funds to purchase a van, which will be used to transport students to and from school and to special events and field trips.

B. Transportation for Students Living Outside the District

In keeping with its policy of not providing transportation for students living within the district, LMACS will not provide transportation for students living outside the district.

21) Liability and Insurance

A. Insurance Coverage Plans

LMACS will purchase Directors' and Operators' Liability Insurance to cover its Board of Trustees and staff members. In addition, students will be covered under Student Accident and Sickness Insurance unless they can provide proof of alternate comparable coverage.

B. Documentation of Safety and Structural Soundness

Required documents are included in the Appendices as follows:

- Inspection by local building inspector (Appendix E);
- Inspection by local Fire Department (Appendix F);
- Approval for explosives and inflammables (not applicable);
- Certificates for use of elevator (Appendix G);
- Permit to operate food establishment (Appendix H).

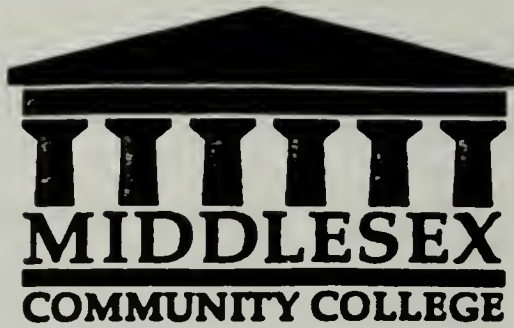
22) Governance Documents

The following documents are included in the Appendices:

- Articles of Organization (Appendix I);
- LMACS Bylaws (Appendix J);
- LMACS Board of Trustees Membership List (Appendix K).

APPENDICES

- A. *Middlesex Community College Student Handbook, 1994-1995*
- B. Middlesex Community College Office of Services for Students with Disabilities,
Description of Services
- C. LMACS Start-up Budget
- D. LMACS Five-Year Budget
- E. Certificate of Inspection by Department of Public Safety
- F. Certificate of Inspection by Keane Fire Systems
- G. Certificate for Use of Elevator
- H. Permit to Operate a Food Establishment
- I. Articles of Organization
- J. LMACS Bylaws
- K. LMACS Board of Trustees



**Middlesex Community College
Disability Support Services**

Middlesex Community College recognizes that there are a number of students with learning disabilities and/or physical disabilities on campus. When a student with a disability enters college, he or she must develop and use strategies to cope with the increased demands of the college curriculum. Students who have experienced learning difficulties in the past are encouraged to seek out and use the resources that are available to them.

While the services provided by Middlesex Community College may be of great assistance, we have found that the primary ingredient for success is the level of motivation supplied by the student. We are firmly committed to the concept that each student must accept his/ her disability and learn to be his/ her own advocate. Our ultimate goal is to ensure equal opportunity and to enable each student to reach his/ her own highest level of learning independence.

Special services available to students with verified disabilities include the following:

1. PRE-ADMISSION ADVISING

- * Students are strongly encouraged to investigate the services and accommodations available at MCC before formally applying. Students with disabilities should call the Disability Support Services (DSS) Office at (617) 280-3630 with any questions.

2. SELF-DISCLOSURE OF DISABILITY

- * Students with documented disabilities that may require special support services are strongly encouraged to disclose this fact as soon as possible. Students are given this opportunity upon acceptance to the college. At this time, students receive a short form requesting information on their specific disability and permission for the college to send for existing documentation (e.g. medical records, educational testing). Students with questions should contact the Disabilities Office.

After the Disabilities Office receives copies of documentation, students are automatically contacted to discuss the upcoming semester, the support services available, and the way in which to access them.

3. PLACEMENT TESTING

- * After admission to the college, students are required to take placement exams. Students with verified disabilities who require alternate forms of testing (a distraction - free environment, enlarged print, braille, or a scribe) should call the Disabilities Office to make the necessary arrangements.

Bedford Campus
Springs Road
Bedford, MA 01730
617-275-8910

City Campus
Kearney Square
Lowell, MA 01852
508-937-5454

Special tape recorders are necessary to play these tapes. These tape recorders are available at no charge from:

Massachusetts Commission for the Blind
Talking Book Section
173 Second Street
Cambridge, MA 02142
1-800-392-6450, ext. 9840

If a student is unable to acquire tapes from Recordings for the Blind, recordings may be requested through the Disabilities Office. In these cases, tapes are produced by MCC staff and community volunteers.

7. CONTACT WITH PROFESSOR

- At the beginning of each semester, students with disabilities are encouraged to inform their advisor and professors of their specific learning issues and the accommodations or modifications they will require. It is the student's responsibility to inform his/her professors. To assist with this process, the Disabilities Office will prepare a brief learning profile sheet for each student.

The Disabilities Office is willing to consult with students and their professors upon request, after the student has self-disclosed. Advisors and faculty are not informed that a student has a disability without the specific consent of the student.

8. NOTETAKERS

- Assistance from student notetakers will be arranged for a student with a learning disability or physical disability that limits his/her ability to listen to a class lecture and write out class notes. Assistance in arranging for a notetaker or duplicated copies of class notes may be obtained by contacting the Disabilities Office. Students with temporary or permanent physical disabilities that limit their ability to take class notes may request this service.

Disabled students should also consider using a tape recorder to record lectures. The student should always obtain the permission of the instructor before attempting to record a lecture. Assistance in the efficient use of taped lectures can be obtained from the Disabilities Staff.

9. MODIFIED ADMINISTRATION OF COURSE EXAMS

- Alternate administration of course exams may be arranged in cooperation with a student's professors. These alternate formats may include: extended time, oral exams, scribes, access to word processors or enlarged print, as warranted by each student's specific disability.

(1)

SERVICES FOR STUDENTS WITH DISABILITIES

Services for Physically Disabled Students

Physical disabilities include sensory impairments, such as vision and hearing, and mobility impairments

BEDFORD CAMPUS:

Deb Gray, Room 206
Enrollment Center, 2nd Floor
M - F 7:30 a.m. to 11:30 a.m.
(617) 280-3638

CITY CAMPUS:

Kitty Duffey
Third Floor, Student Services Section
Hours Posted
(508) 656-3267

Services for Learning Disabled Students

A learning disability is a specific disorder which impairs the manner in which individuals with average or above average intelligence assimilate, process, retrieve, and express information.

BEDFORD CAMPUS:

Lynn Abrahams - ext. 3642
Enrollment Center, Rm 221

Martha Pirone - ext. 3677
Enrollment Center, Rm 222
(Hours Posted)

Rita Cloherty - ext. 3640
Enrollment Center, Rm 221
(Hours Posted)

CITY CAMPUS:

Linda Crowe - ext. 3366
Fourth Floor Academic Labs Area
(Hours Posted)

Pauline Sydlowski - ext. 3268
Third Floor next to Financial Aid
(Hours Posted)

Transition Program

(See Section II, page 2)

BEDFORD CAMPUS:

Disabled Student Services Office
(617) 280-3630

Federal law (section 504, 1973) states that no qualified person shall, solely by reason of his handicap, be excluded from participation in, or discriminated against by any program or activity which receives federal money. More recent federal law (Americans with Disabilities Act, 1990) expands this mandate of non-discrimination to include programs/services/ agencies/institutions regardless of receipt of federal money. Specifically, employers, state and local governments, and public accommodations (i.e. services used by the public-stores, restaurants, theaters, businesses, etc.) must comply with ADA. These laws mean that accommodations and services MUST be provided to afford equal opportunity at the college to students with disabilities.

I) SUPPORT SERVICES AT MCC

The need for specific support services is determined after careful examination of a student's special education records, psycho-educational test reports or medical records **and** an individual interview with a member of the Disabled Student Services (DSS) staff. The specific support services offered to students by the DSS Office are listed below.

We strongly encourage all faculty to inform students on the first day of class that accommodations and services are available to those students with verified disabilities. It is the student's responsibility to disclose his disability to you. We urge students to meet with you as soon as possible. To assist them, we prepare a **profile sheet**. Profile sheets list students' strengths and weaknesses and the support services they will require. A letter of introduction is stapled to this profile. If a student requires an alternate form of testing, you will be requested to complete a short form that allows you to specify how your test is to be delivered, administered and returned.

If you have students in your classes whom you suspect may have a learning disability, please recommend that they make an appointment with my staff. We will check to see if they have a history of receiving special services, and then arrange for a screening in-house or make a referral to an outside agency.

Services to Students

Depending on their specific disability, students may access the following services:

- | | |
|--|--|
| -Academic advising | -Study skills, help studying for tests |
| -Time management/organizational skills | -Textbooks on tape |
| -Peer support groups | -Study groups |
| -Instruction in Macintosh use | -Screening for learning disabilities |
| -Monitoring of alternate exams | -Copies of class notes |
| -Referrals to and coordination with outside agencies | -Scribes |
| -Access to adaptive equipment | -Readers |

Services to Faculty and Staff

The staff is available to provide you with the following services:

- Information on specific disabilities
- Information on specific students (with student permission)
- Monitoring of alternate forms of test/exams
- Strategies for modifying lessons or exams to accommodate the needs of diverse learners
- Operation of study groups

II) TRANSITION PROGRAM

Transition is a SEPARATE program for students who would have difficulty meeting the academic demands of the college, even with extensive support services. It is a vocationally-oriented two-year program which includes an internship component each semester. Unlike the college as a whole, the Transition Program does not have an open admissions policy. The program has an extensive application process, and accepts only twenty students per year. If you have students who, despite their best efforts, are experiencing difficulty meeting the academic demands of your course, a referral to the Transition Program may be in order.

APPENDIX C

THE LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Start-up Budget

Direct Costs \$56,000

Consultants:

Curriculum \$15,000
Research & Design \$10,000
Teacher Training \$10,000
Legal \$ 5,000
Assessment/Testing \$ 5,000
Admissions/Registrar \$ 5,000
Support Staff \$ 5,000
Facilities \$ 1,000

Total Direct \$56,000

Indirect Costs \$5,600

Includes:

Office
Telephone
Fax
Computer
Supplies
Utilities

Total Indirect \$5,600

TOTAL START-UP BUDGET \$61,600

DRAFT- CHARTER SCHOOL OPERATING BUDGET & PROJECTION						
FIVE YEAR PROJECTION BEGINNING IN FALL 1995						
DESCRIPTION		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REVENUES						
Per Pupil Tuition Revenue		4,587	4,725	4,867	5,013	5,163
# of Students		90	90	90	90	90
TOTAL REVENUES		412,830	425,250	438,030	451,170	464,670
EXPENSES						
Direct Student Costs						
Supplies		18,000	18,540	19,096	19,669	20,259
Computers and Materials		9,000	9,270	9,548	9,835	10,130
Field Study		3,600	3,708	3,819	3,934	4,052
Insurance Expense		7,500	7,725	7,957	8,195	8,441
Total Direct Student Costs		38,100	39,243	40,420	41,633	42,882
Personnel Costs:						
Salaries	fte					
Principal/Executive	1	40,000	41,200	42,436	43,709	45,020
Coordinator/Counselor	3	90,000	92,700	95,481	98,345	101,296
Teachers	4	56,000	57,680	59,410	61,193	63,028
Teachers (part-time)	4	16,200	16,686	17,187	17,702	18,233
Secretary	1	20,000	20,600	21,218	21,855	22,510
Subtotal Salaries		222,200	228,866	235,732	242,804	250,088
Other Personnel Costs						
Fringe Benefit		75,481	77,746	80,078	82,480	84,955
Tutors/support lab		4,000	4,120	4,244	4,371	4,502
Staff Development		4,500	4,635	4,774	4,917	5,065
Subtotal Other		83,981	86,501	89,096	91,769	94,522
Total Personnel		306,181	315,367	324,828	334,573	344,610
Facilities & Management costs						
Facilities & Mgt.		64,200	66,126	68,110	70,153	72,258
Insurance		1,500	1,545	1,591	1,639	1,688
Audit expense		2,500	2,575	2,652	2,732	2,814
Total Facilities & Mgt.		68,200	70,246	72,353	74,524	76,760
TOTAL EXPENSES		412,481	424,856	437,601	450,729	464,251

The Commonwealth of Massachusetts

DEPARTMENT OF PUBLIC SAFETY

CERTIFICATE OF INSPECTION

In accordance with provisions of chapter 143 of the general laws...

Richard J. Correia
Middlesex Community College
Middlesex Community College City Campus
100 City Square
Boston, MA 02150

POST IN A CONSPICUOUS PLACE

INSPECTED BY *Pasquale Pizzano*
INSPECTOR

DATE	LOCATION	USE GROUP	CAPACITY	DATE
10/1/81	City Campus Bldg.	E	3800	10/1/81
10/1/81	Hall	AB	900	10/1/81

COMMISSIONER OF PUBLIC SAFETY

Larry F. Giordano
LARRY F. GIORDANO

Certificate of Inspection

KEANE FIRE SYSTEMS

1500 MAIN STREET WALTHAM, MA 02154-1695 617-899-6565

Customer MIDDLESEX COMM. COLLEGE - CITY CAMPUS

Address 33 KEARNEY SQUARE

City, State, Zip LOWELL MA 01850

Keane Fire Systems has inspected the fire suppression system in accordance with the manufactures recommended specifications. We found all the equipment operable and left in satisfactory condition.

Type of System

- CO²
- DRY CHEMICAL
- HALON
- WET CHEMICAL
- ABC
- OTHER

Inspected by WAYNE GULLOTTI

Date Inspected 3/26/94

GROUND FLOOR TELEPHONE ROOM



The Commonwealth of Massachusetts
DEPARTMENT OF PUBLIC SAFETY
ELEVATOR DIVISION
ONE ASHBURTON PLACE, BOSTON 02108

Elevator No. 160 P 141

Located at 33 Kearney Square Lowell

CERTIFICATE FOR USE OF ELEVATOR
Chapter 143, General Laws, as amended.

Capacity 3,500 Pounds Speed 350 Feet Per Min.

Date issued 11-1-93

Inspector [Signature] [Signature]
COMMISSIONER

Expires 1 year from above date **402027**

In Case of Accident Notify the Chief of Inspections at Once

Form 11-4

Acc 2537-01005



The Commonwealth of Massachusetts
DEPARTMENT OF PUBLIC SAFETY
ELEVATOR DIVISION
ONE ASHBURTON PLACE, BOSTON 02108

Elevator No. 160 P 140

Located at 33 Kearney Square Lowell

CERTIFICATE FOR USE OF ELEVATOR
Chapter 143, General Laws, as amended.

Capacity 3,500 Pounds Speed 350 Feet Per Min.

Date issued 11-1-93

Inspector [Signature] [Signature]
COMMISSIONER

Expires 1 year from above date **402026**

In Case of Accident Notify the Chief of Inspections at Once

Form 11-4

NUMBER

315-94

FEE

20.⁰⁰

THE COMMONWEALTH OF MASSACHUSETTS

City of Lowell

Board of Health of

PERMIT TO OPERATE A FOOD ESTABLISHMENT

Permit No.

315-94

Dec 31 19 93

In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws a Permit is hereby granted to:

Whose place of business is

Middlesex Community College Cafeteria

Type of business and any restrictions

33 Kearney St

To operate a food establishment in

Lowell, Mass

(City or Town)

Permit Expires

December 31 19 94

Donald C. Scott

Board

Edward J. ... M.D.

Health

Patricia H. ... R.N.

The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE
MICHAEL J. CONNOLLY, Secretary
ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

Examiner

ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

ARTICLE I

The name of the corporation is:

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Name
Approved

ARTICLE II

The purpose of the corporation is to engage in the following activities:

This corporation is formed exclusively for charitable, educational, recreational and social purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) and generally do all acts and things permitted to non-profit corporations under the provisions of Chapter 180 of the General Laws of Massachusetts and Section 501(c)(3) of the Internal Revenue Code of 1986 as from time to time amended.

The particular purposes for which this corporation is organized are:

1. To organize, operate and maintain a charter school for youths pursuant to Massachusetts General Laws, Chapter 71, Section 89 and the regulations promulgated thereon; and in furtherance thereof;

2. To develop and operate a public school dedicated to innovative learning and assessment;

3. To provide a nurturing, academically challenging environment for at risk youths to ensure high school completion and success in post secondary education and/or entry into the workforce;

4. To enable students to achieve academic, social and career success by providing a supportive community that identifies, encourages and develops each students interests and abilities;

C
P
M
R.A.

(Continued)

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8 1/2 x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requiring each such addition is clearly indicated.

ARTICLE III

If the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and the qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

NONE

ARTICLE IV

• Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

See Continuation Sheet 4A Attached Hereto.

• If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.

ARTICLE V

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, (not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

33 Kearney Square, Lowell, MA 01852

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

	NAME	RESIDENCE	POST OFFICE ADDRESS
President:	Carole A. Cowan	312 Summer Street Manchester, MA 01944	same
Treasurer:	James F. Linnehan Jr.	15 Daniels Street Lowell, MA 01852	same
Clerk:	James H. Mullen Jr.	11 Osborne Road Arlington, MA 02174	same

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

See Attached List

c. The fiscal year of the corporation shall end on the last day of the month of: JUNE

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is: N/A

I/We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/We do hereby further certify that to the best of my/our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this day of September 1994

Carole A. Cowan

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.

THE COMMONWEALTH OF MASSACHUSETTS

ARTICLES OF ORGANIZATION
GENERAL LAWS, CHAPTER 180

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this
day of

19

Effective date

MICHAEL J. CONNOLLY
Secretary of State

A PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE
RETURNED

TO: JAMES F. LINNEHAN, JR.

MIDDLESEX COMMUNITY COLLEGE , CITY CAMPUS

33 KEARNEY SQUARE

LOWELL, MA 01852

Telephone: (508) 656-3151

CONTINUATION OF ARTICLE 2

5. To provide parents and students with greater options in choosing schools within and outside their school districts;

6. To provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management;

7. To encourage performance-based educational programs and;

8. To hold teachers and school administrators accountable for student's education outcomes.

CONTINUATION SHEET 4A

The corporation shall have the following powers in furtherance of its corporate purposes:

(a) The corporation shall have perpetual succession in its corporate name.

(b) The corporation may sue and be sued.

(c) The corporation may have a corporate seal which it may alter at pleasure.

(d) The corporation may elect or appoint directors, officer, employees and other agents, fix their compensation and define their duties and obligations.

(e) The corporation may purchase, receive or take by grant, gift, devise, bequest or otherwise, lease, or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with, real or personal property, or any interest therein, wherever situated, in an unlimited amount.

(f) The corporation may solicit and receive contributions from any and all sources and may receive and hold, in trust or otherwise, funds received by gift or bequest.

(g) The corporation may sell, convey, lease, exchange, transfer or otherwise dispose of, or mortgage, pledge, encumber or create a security interest in, all or any of its property, or any interest therein, wherever situated.

(h) The corporation may purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, employ, sell, lend, lease, exchange, transfer, or otherwise dispose of, mortgage, pledge, use and otherwise deal in and with bonds and other obligations, shares, or other securities or interests issued by others, whether engaged in similar or different businesses, governmental, or other activities.

(i) The corporation may make contracts, give guarantees and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its note, bonds and other obligations, and secure any of its obligations by mortgage, pledge or encumbrance of, or security interest in, all or any of its property or any interest therein, wherever situated.

(j) The corporation may lend money, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested.

(k) The corporation may do business, carry on its operations, and have offices and exercise the powers granted by Massachusetts General Laws, Chapter 180, in any jurisdiction within or without the United States, although the corporation shall not be operated for the purpose of carrying on a trade or business for profit or for purposes inappropriate to any tax exempt status that it may have.

(l) The corporation may pay pensions, establish and carry out pension, savings, thrift and other retirement and benefit plans, trust and provisions for any or all of its directors, officers and employees.

(m) The corporation may make donations in such amounts as the members or the Board of Directors shall determine, irrespective of corporate benefit, for the public welfare or for community fund, hospital, charitable, religious, educational, scientific, civic, or similar purposes, and in time of war or other national emergency in aid thereof; provided that, as long as the corporation is entitled to exemption from federal income tax under Section 501(c)(3) of the Internal Revenue code, it shall make no contribution for other than religious, charitable, scientific, testing for public safety, literary or educational purposes or for the prevention of cruelty to children or animals.

(n) The corporation may be an incorporator of other corporations of any type or kind.

(o) The corporation may be a partner in any enterprise that it would have power to conduct by itself.

(p) The Corporation shall have the power to indemnify any person made a party to any action, suit, or proceeding, whether civil or criminal, by reason of the fact that he, his testator or intestate, is or was a director, officer, or employee of the Corporation, or of any corporation which he served in such capacity at the request of the Corporation, against the reasonable expenses, including attorney's fees, actually and reasonably incurred by him in connection with the defense of the action, suit, or proceeding, or in connection with any appeal in it, and to reimburse any such person any amount paid upon any judgment or the reasonable costs of

settlement of any such action, suit, or proceeding; but to make no indemnification or reimbursement in relation to matters as to which it shall be finally adjudged in this action, suit, or proceeding that the director, officer, or employee is liable for gross negligence or willful misconduct in the performance of duty to the Corporation.

(q) The corporation shall have and may exercise all powers necessary or convenient to effect any or all of the purposes for which the corporation is formed; provided that no such power shall be exercised in a manner inconsistent with Massachusetts General laws, Chapter 180, or any other chapter of the General Laws of the Commonwealth of Massachusetts; and provided, further, that the corporation shall not engage in any activity or exercise any power which would deprive it of any exemption from federal income tax which the corporation may receive under Section 501(c)(3) of the Internal Revenue Code.

(r) The Corporation shall have and may exercise all of the powers specified in Section 9 of Chapter 156B, except in Paragraph (m).

4B. AMENDMENT OF BY-LAWS.

The By-laws of the corporation may provide that the board of directors, as well as the members, may make, amend or repeal the By-laws, except with respect to any provision thereof that by law, by these Articles or by the By-laws requires action by the members.

4C. TRANSACTIONS WITH INTERESTED PERSONS.

Unless entered into in bad faith, no contract or transaction by this corporation shall be void, voidable or in any way affected by reason of the fact that it is with an Interested Person. For the purposes of this provision, "Interested Person" means any person or organization in any way interested in this corporation whether as an officer, director, member, employee or otherwise and any other entity in which any such person or organization or this corporation is in any way interested. Unless such contract or transaction was entered into in bad faith, no Interested Person, because of such interest, shall be liable to this corporation or to any other person or organization for any loss or expense incurred by reason of such contract or transaction or shall be accountable for any gain or profit realized from such contract or transaction. This provision shall be operative notwithstanding the fact that the presence of any Interested Person was necessary to constitute a quorum at a meeting of directors or members of the corporation at which such contract or transaction was authorized or that the vote of an Interested Person was necessary for the authorization of such contract or transaction.

4D. PROHIBITED ACTIVITIES.

(a) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its member, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Two hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code.

(b) In the event that the corporation is a private foundation as the term is defined in Section 509 of the Internal Revenue Code, then notwithstanding any other provisions of these Articles or the By-laws of the corporation, the following provisions shall apply:

The corporation shall distribute the income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code.

The corporation shall not engage in any act of self dealing as defined in Section 4941(d) of the Internal Revenue Code; nor retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; nor make any investments in such manner as to incur tax liability under Section 4944 of the Internal Revenue Code; nor make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

4E. DISSOLUTION.

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such

organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court having jurisdiction thereof in the county in which the principal office of the corporation is then located exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

4F. REFERENCE TO LAWS.

All references herein: (i) to the Internal Revenue Code shall be deemed to refer to the Internal Revenue Code of 1954, as now in force or hereafter amended; (ii) to the Massachusetts General Laws, or any chapter thereof, shall be deemed to refer to said General Laws or chapter as now in force or hereafter amended and (iii) to particular sections of the Internal Revenue Code or the Massachusetts General laws shall be deemed to refer to similar or successor provisions hereafter adopted.

4G. LOCATION OF MEMBERS' MEETINGS.

Meetings of the members of this corporation may be held anywhere in the United States.

THE LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

BY-LAWSARTICLE I

NAME, LOCATION AND PURPOSES

Section 1. Name

The legal name of the Corporation shall be Lowell Middlesex Academy Charter School Incorporated (hereinafter referred to as the LMACS) under which name its business and affairs shall be conducted.

Section 2. Location

The location of the LMACS shall be on the Lowell campus of Middlesex Community College.

Section 3. Purposes

The purposes of the LMACS shall be as set forth in its Articles of Organization. Said Articles shall be consistent with the provisions of Chapter 180 of the Massachusetts General Laws, provided, however that notwithstanding any provisions of these By-Laws to the contrary, to the extent these By-Laws are inconsistent with the provisions of Chapter 180 shall govern. The LMACS shall be organized as a non-profit corporation to serve the purposes set forth in its Articles of Organization and shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or individual.

ARTICLE II

MEMBERSHIP

The members of the Corporation shall consist of the Trustees.

ARTICLE III

TRUSTEES

Section 1. Number

There shall be not less than seven nor more than twenty members of the LMACS Board of Trustees.

Section 2. Membership

The members of the LMACS shall include the President of Middlesex County College, one LMACS student and one LMACS parent. The remainder may include Middlesex Community College personnel and Lowell community and business representatives. The Board shall reflect the ethnic and socioeconomic diversity of the LMACS student body.

Section 3. Term

Board members terms shall be for 2 years.

Section 4. Powers

The Board of Trustees shall to the extent permitted by applicable provisions of these By-Laws, have and exercise, in conjunction with the Executive Director and School Based Management Team, control and management of the affairs of the LMACS. In accordance with M.G.L. Chapter 71, Section 89, which reads, "The board of trustees of a charter school shall be deemed to be public agents authorized by the commonwealth to supervise and control the charter school." The responsibilities of the LMACS Board include the establishment of the curriculum, creation and approval of student and staff policies, the hiring, dismissal and oversight of the management of the charter school and approval of the budget for the charter school.

Section 5. Vacancies

Any vacancy in the office of Trustee may, but need not, be filled. In case of any such vacancy, a successor Trustee may be elected to serve for the balance of the unexpired term at any annual meeting by the affirmative vote of not less than a majority of the Trustees for the time being in office.

Section 6. Removal

Any Trustee may be removed by the affirmative vote of three quarters of the Trustees for the time being in office. Any Trustee will automatically be removed from office after being absent unnecessarily from the meetings and business of the Trustees for 3 months successively.

Section 7. Resignation

Any trustee or officer may resign at any time by delivering his resignation in writing to the chairman of the board, if any, the president or the clerk or to the corporation at its principal office. Such resignation shall be effective upon receipt unless specified to be effective at some other time.

ARTICLE IV

INDEMNIFICATION

The corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a trustee, director or officer of the corporation or of any of its subsidiaries, or who at the request of the corporation may serve or at any time has served as a trustee, director or officer of, or in similar capacity with, another organization or an employee benefit plan, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative or investigative, in which such person may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless he or she is successful on the merits, the proceeding was authorized by the corporation or the proceeding seeks a declaratory judgment regarding his or her own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation, or, to the extent such matter relates to service with respect to any employee benefit plan, in the best interests of the participants or beneficiaries of such employee benefit plan; and provided, further, that as to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, the payment and indemnification thereof have been approved by the corporation, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the corporation of expenses

incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification under this section, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

A person entitled to indemnification hereunder whose duties include service or responsibilities as a fiduciary with respect to a subsidiary or other organization shall be deemed to have acted in good faith in the reasonable belief that his action was in the best interests of the corporation if he acted in good faith in the reasonable belief that his action was in the best interests of such subsidiary or organization or of the participants or beneficiaries of, or other persons with interests in, such subsidiary or organization to whom he had a fiduciary duty.

Where indemnification hereunder requires authorization or approval by the corporation, such authorization or approval shall be conclusively deemed to have been obtained, and in any case where a trustee of the corporation approves the payment of indemnification, such trustee shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of a quorum of the trustees consisting of persons who are not at that time parties to the proceeding, or (2) by a majority vote of a committee of one or more trustees who are not at that time parties to the proceeding and are selected for this purpose by the full board (in which selection trustees who are parties may participate); or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the corporation) appointed for the purpose by vote of the trustees or in the manner specified in clauses (1) or (2) of subparagraph (i); or
- (iii) the payment is approved by a court of competent jurisdiction; or
- (iv) the trustees have otherwise acted in accordance with the applicable legal standard of conduct.

Any indemnification or advance of expenses under this section shall be paid promptly, and in any event within 30 days, after the receipt by the corporation of a written request therefor from the person to be indemnified, unless with respect to a claim for indemnification the corporation shall have determined that the person is not entitled to indemnification. If the corporation denies the request or if payment is not made within such 30-day period, the person seeking to be indemnified may at any time thereafter seek to enforce his or her rights hereunder in a court of competent jurisdiction and, if successful in whole or in part, he or she shall be entitled also to indemnification for the expenses of prosecuting such action. Unless otherwise provided by law, the burden of proving that the person is not entitled to indemnification shall be on the corporation.

The right of indemnification under this section shall be a contract right inuring to the benefit of the trustees, directors, officers and other persons entitled to be indemnified hereunder and no amendment or repeal of this section shall adversely affect any right of such trustee, director, officer or other person existing at the time of such amendment or repeal.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of a trustee, director, officer or other person entitled to indemnification hereunder. The indemnification provided hereunder may, to the extent authorized by the corporation, apply to the trustees, directors, officers and other persons associated with constituent corporations that have been merged into or consolidated with the corporation who would have been entitled to indemnification hereunder had they served in such capacity with or at the request of the corporation.

The right of indemnification under this section shall be in addition to and not exclusive of all other rights to which such trustee, director, officer or other persons may be entitled. Nothing contained in this section shall affect any rights to indemnification to which corporation employees or agents, other than trustees, directors, officers and other persons entitled to indemnification hereunder, may be entitled by contract or otherwise by law.

ARTICLE V

OFFICERS

Section 1. President

The President of Middlesex Community College shall act as President of the Board of Trustees. In the case of his/her absence or inability to act at any meeting, he/she will appoint a designee who shall preside at the meetings of the Board of Trustees and shall perform all other duties imposed on him/her by law or by resolution of the Board of Trustees. Such duties include:

- a. Appointment and supervision of Executive Director who will be primarily responsible for the daily management of the LMACS.
- b. Proposes an annual program plan and an operating budget for the approval of the Board of Trustees.
- c. Authorizes and oversees the disbursement and administration of funds under the approved operating budget and arranges an annual external accounting audit of all LMACS accounts.
- d. Provides office space and administrative support for the Board of Trustees as funded under the annual budget.
- e. Represents and is primary spokesperson for LMACS for external constituencies.

Section 2. Election

The Board of Trustees shall elect from its members a Treasurer and a Clerk. Each such officer shall be elected at any annual meeting to hold office for a term of two years, or until a successor is elected and qualified, and shall be eligible for election to serve successive two-year terms. In case of any vacancy, at any meeting a successor officer may be elected to serve for all or part of the unexpired term or for a new two-year term. The election of each officer, and of a successor in case of vacancy, shall be by the affirmative vote of not less than a majority of the Trustees for the time being in office.

Section 3. Clerk

The Clerk shall keep a record of the proceedings of the Board of Trustees, and shall have the custody of the corporate books and papers. The Clerk shall give notice to the Trustees of the meetings of the Board.

Section 4. Treasurer

The Treasurer shall receive and hold all deeds, certificates or other evidences of property belonging to the corporation. The Treasurer shall make a detailed report to the Board at each meeting following the end of the fiscal year of the Corporation and at such other times as the Trustees may require, which report shall show the financial condition of the Corporation.

Section 5. Finance Committee

At the annual meeting the Board of Trustees shall appoint a Finance Committee to consist of the Treasurer, who shall act as chairperson, and not fewer than two other persons who may, but need not be, Trustees. Subject to this minimum, the numbers of the members of the Finance Committee may be increased or decreased, and new members may be appointed by the Board of Trustees at any meeting. The finance Committee shall advise and direct the Treasurer in regard to the investment of the School funds and shall report to the Board of Trustees on this subject at the Annual Meeting and at any other time or times upon request of the Board of Trustees or the Executive Committee.

Section 6. Additional Powers of Officers

Each of the LMACS's officers shall have, in addition to powers herein specified, all other powers and duties incidental to his or her office and such other powers and duties as the Board of Trustees may from time to time determine.

ARTICLE VI

SPONSORS, BENEFACTORS, CONTRIBUTORS, ADVISORS, FRIENDS OF THE CORPORATION

The trustees may designate persons or groups of persons as sponsors, benefactors, contributors, advisors or friends of the corporation or such other title as they

deem appropriate. Such persons shall serve in an honorary capacity and, except as the trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum and shall have no other rights or responsibilities.

ARTICLE VII

MEETINGS OF THE BOARD OF TRUSTEES

Section 1. Annual Meeting

The Board of Trustees shall hold an annual meeting each year upon such day as may be determined in each year by the President or by the Board of Trustees.

Section 2. Regular Meetings

Regular meetings of the Board of Trustees may be established and the time and place thereof fixed, by resolution of the Board of Trustees. No notice of regular meetings shall be required, if the times and places thereof shall have been previously furnished in writing to all Trustees, and any notice of a regular meeting which is given need not state the purpose or purposes thereof unless otherwise required by law or by these By-Laws.

Section 3. Special Meetings

Special meetings of the Board of Trustees may be held when called by the President, or by one or more of the Trustees stating the time and place of the meeting and the business to be transacted. Notice of the time and place of any special meeting shall be given in writing not less than five nor more than ten days before the meeting. The notice shall briefly specify the purpose of such a meeting.

Section 4. Quorum

Except as otherwise specifically required by law or by these By-Laws, a majority of the Board of Trustees then in office, or their designees, shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees and, at any meeting at which a quorum is present, a majority vote of

the Trustees present, or their designees, shall be sufficient to authorize any corporate action. A majority of those present, although less than a quorum, may adjourn the meeting from time to time and such meeting may be held as adjourned without further notice.

Section 5. Action by Vote

When a quorum is present at any meeting, a majority of the trustees present and voting shall decide any question, including election of officers, unless otherwise provided by law, the articles of organization or the bylaws.

Section 6. Action by Writing

Any action required or permitted to be taken at any meeting of the trustees may be taken without a meeting if all the trustees consent to the action in writing and the written consents are filed with the records of the meetings of the trustees. Such consents shall be treated for all purposes as a vote at a meeting.

Section 7. Presence Through Communications Equipment

Unless otherwise provided by law or the articles of organization, trustees may participate in a meeting of the board of trustees by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

Section 8. Vote of Interested Trustees

A trustee who is a member, stockholder, trustee, director, officer or employee of any firm, corporation or association with which the corporation contemplates contracting or transacting business shall disclose his or her relationship or interest to the other trustees acting upon or in reference to such contract or transaction. No trustee so interested shall vote on such contract or transaction, but he or she may be counted for purpose of determining a quorum. The affirmative vote of a majority of the disinterested trustees shall be required before the corporation may enter into such contract or transaction.

In case the corporation enters into a contract or transacts business with any firm, corporation or association of which one or more of its trustees is a member, stockholder, trustee, director, officer, or employee, such contract or transaction shall not be invalidated or in any way affected by the fact that such trustee or trustees have or may have interests therein which are or might be adverse to the interests of the corporation. No trustee or trustees having disclosed such adverse interest shall be liable to the corporation or to any creditor of the corporation or to any other person for any loss incurred by it under or by reason of any such contract or transaction, nor shall any such trustee or trustees be accountable for any gains or profits to be realized thereon.

Section 9. Reports

Minutes of all proceedings of the Board of Trustees shall be maintained and copies thereof shall be distributed to each member of the Board of Trustees for approval.

ARTICLE VIII

COMMITTEES

Section 1. Standing Committees

The Standing Committees of the LMACS shall be the Finance Committee and such other standing Committees as may be approved in the future by the Board of Trustees.

Section 2. Members

The President shall designate one member of each standing committee as Chairperson of the committee.

Section 3. Other Committees

The Board of Trustees may create and establish such other committees as the members shall from time to time determine. The Board may also, at its discretion, discontinue any such committee. The duties and functions of such committees shall be determined by the Board of Trustees.

Section 4. Task Forces

Task forces for any purpose may be appointed by the President.

Section 5. Quorum

A majority of any committee shall constitute a quorum for the transaction of business, and at any meeting at which a quorum is present, a majority of those present shall determine all matters brought before the meeting.

Section 6. Report

Minutes of all proceedings of each Committee shall be maintained and copies thereof shall be distributed to each member of the Board of Trustees after such minutes shall have been approved by the Committee.

ARTICLE IX

PERSONNEL

Section 1. Executive Director

The Executive Director shall be appointed by the President and shall hold office as appointed. The internal government of the LMACS shall be under the Executive Director and School Based Management Team's control. The Executive Director regulates the sessions, vacations, and course of study of the school, and shall make a report of the general condition of the School to the Trustees, annually or more often if required.

Section 2. Faculty and Staff

The Faculty and Staff of the School and all other employees shall be appointed by the Executive Director, subject to the approval of the Board of Trustees.

Section 3. Salaries

The salaries of all the Faculty shall be fixed by the Executive Director subject to the approval of the Board of Trustees.

and new By-Laws may be adopted by a 2/3 vote of the full membership of the Board of Trustees then in office, at any meeting called for the purpose the notice of which shall give the substance of the proposed change or indicate the Article to be affected thereby.

ARTICLE XVI

DISSOLUTION

The Corporation may be dissolved by the members of the corporation, at a meeting duly called for such purpose. In the event of such dissolution, and except as may be otherwise provided by law, these by-laws, all property of this corporation, personal and real, which shall remain after satisfaction of its obligations, may be converted, shall be distributed as the members in the exercise of their judgment may direct, but only to and among such organizations in the Commonwealth of Massachusetts as shall be organized and operated exclusively for charitable, education purposes, and as shall not carry on propaganda or otherwise attempt to influence legislation or participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, and as shall be exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code of 1954, as from time to time amended, or any statute successor thereto.

THE LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL, INCORPORATED

ACTION OF SOLE INCORPORATOR WITHOUT A MEETING

The undersigned, being the Sole Incorporator of the Lowell Middlesex Academy Charter School, Incorporated ("the Corporation") does hereby take the following actions pursuant to Chapter 180, section 3 of the General Laws of Massachusetts:

1. I hereby adopt as the By-Laws of the Corporation the By-Laws attached hereto and incorporated herein.

2. I hereby fix the number of Trustees of the Corporation unless changed by vote of the Trustees pursuant the By-Laws adopted hereinabove, at eight (8), and hereby appoint the following persons as Trustees of this Corporation to hold office in accordance with the By-Laws:

- | | |
|-------------------|------------------------|
| Carole A. Cowan | James F. Linnehan, Jr. |
| Caryl Dundorf | James H. Mullen, Jr. |
| Frank Falcetta | Molly Sheehy |
| McDonald Furlonge | Pecki Wilson |

3. I hereby appoint the following persons to the offices set forth opposite their respective names:

- | | |
|-----------|------------------------|
| President | Carole A. Cowan |
| Treasurer | James F. Linnehan, Jr. |
| Clerk | James H. Mullen, Jr. |

4. I hereby adopt as the Articles of Organization of this Corporation the Articles of Organization in the form attached hereto, and I direct that the duly executed original of said Articles of Organization be filed with the Secretary of the Commonwealth and the proper fee be paid therefor.

EXECUTED on September 16, 1994, at Lowell, Massachusetts.

Carole A. Cowan
Carole A. Cowan, Incorporator

Board of Trustees

Lowell Middlesex Academy Charter School

Ms. Carole Cowan
312 Summer Street
Manchester, MA 01944

Mr. James Mullen, Jr.
11 Osborn Road
Arlington, MA 02174

Ms. Caryl Dundorf
234 Tothet Road
Carlisle, MA 01741

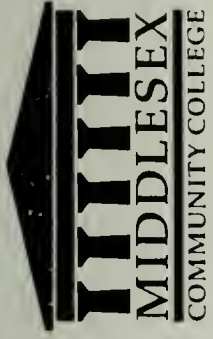
Ms. Molly Sheehy
800 Andover Street
Lowell, MA 01852

Mr. Frank Falcetta
38 Murphy Road
Hudson, MA 01749

Ms. Pecki Wilson
6 Patriot Lane
Westford, MA 01866

Mr. McDonald Furlonge
3 Smith Lane
Foxboro, MA 02035

Mr. James Linnenhan, Jr.
15 Daniels Street
Lowell, MA 01852



Student Handbook 1994-1995

Bedford • Lowell, Massachusetts

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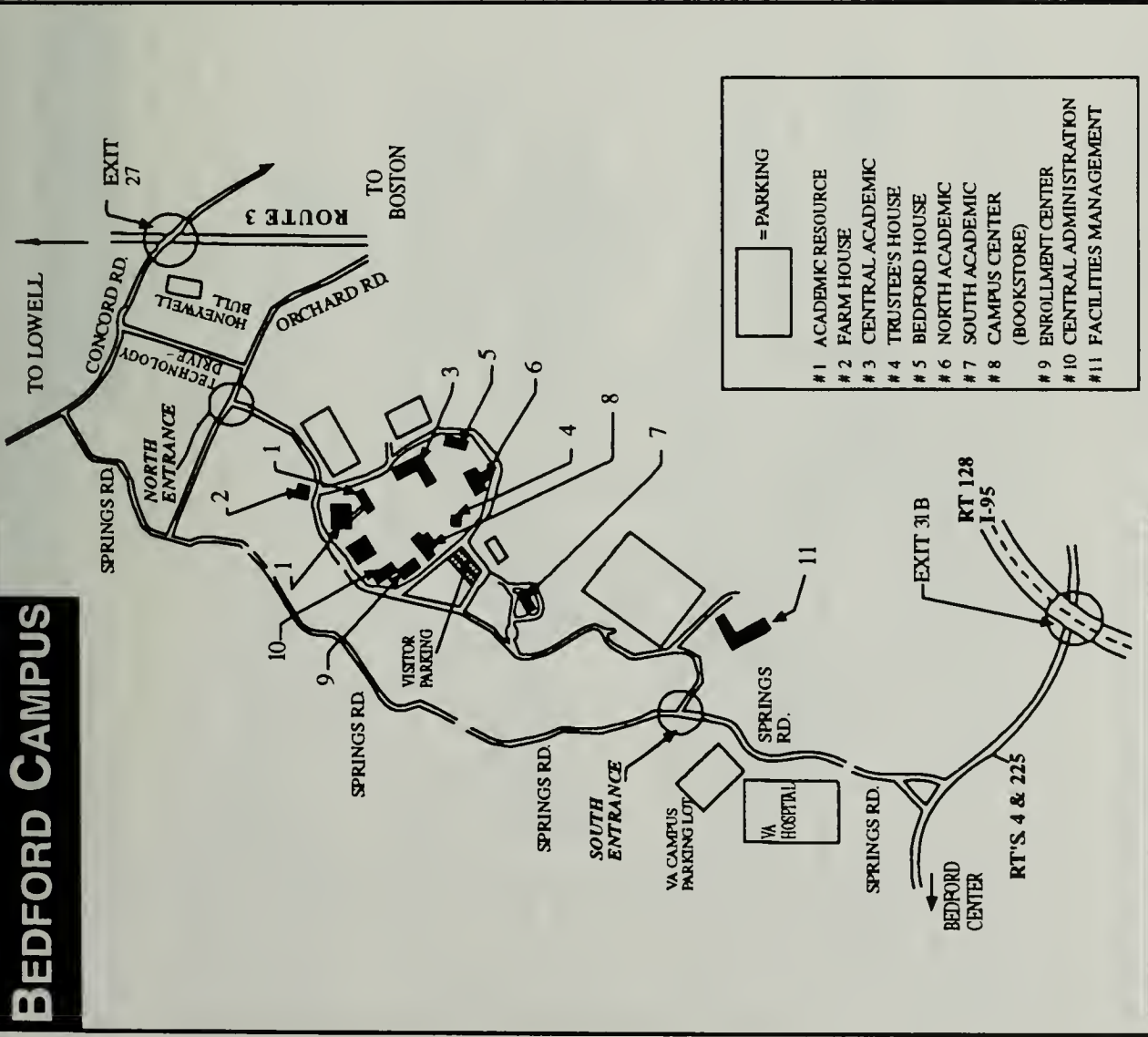
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This publication is available in alternate formats upon request

BEDFORD CAMPUS



Greetings from the President:

Congratulations on your decision to continue your education and join us at Middlesex Community College.

Please know that as the President of this institution, I am committed to your success. Our faculty, staff, and administrators stand ready to work with you over the months and years ahead to assist you in achieving your educational goal. Middlesex prides itself in its ability to meet the diverse needs of its student population. Whether it be help with your classroom work, counseling, advising, or job placement, we have staff here who are sensitive to your needs and anxious to work with you.

This handbook for students is a guide to many of our services. I urge you to read it carefully so that you can best take advantage of all that Middlesex offers you.

Sincerely,

Carole A. Cowan, Ed.D.
President

College Mission Statement

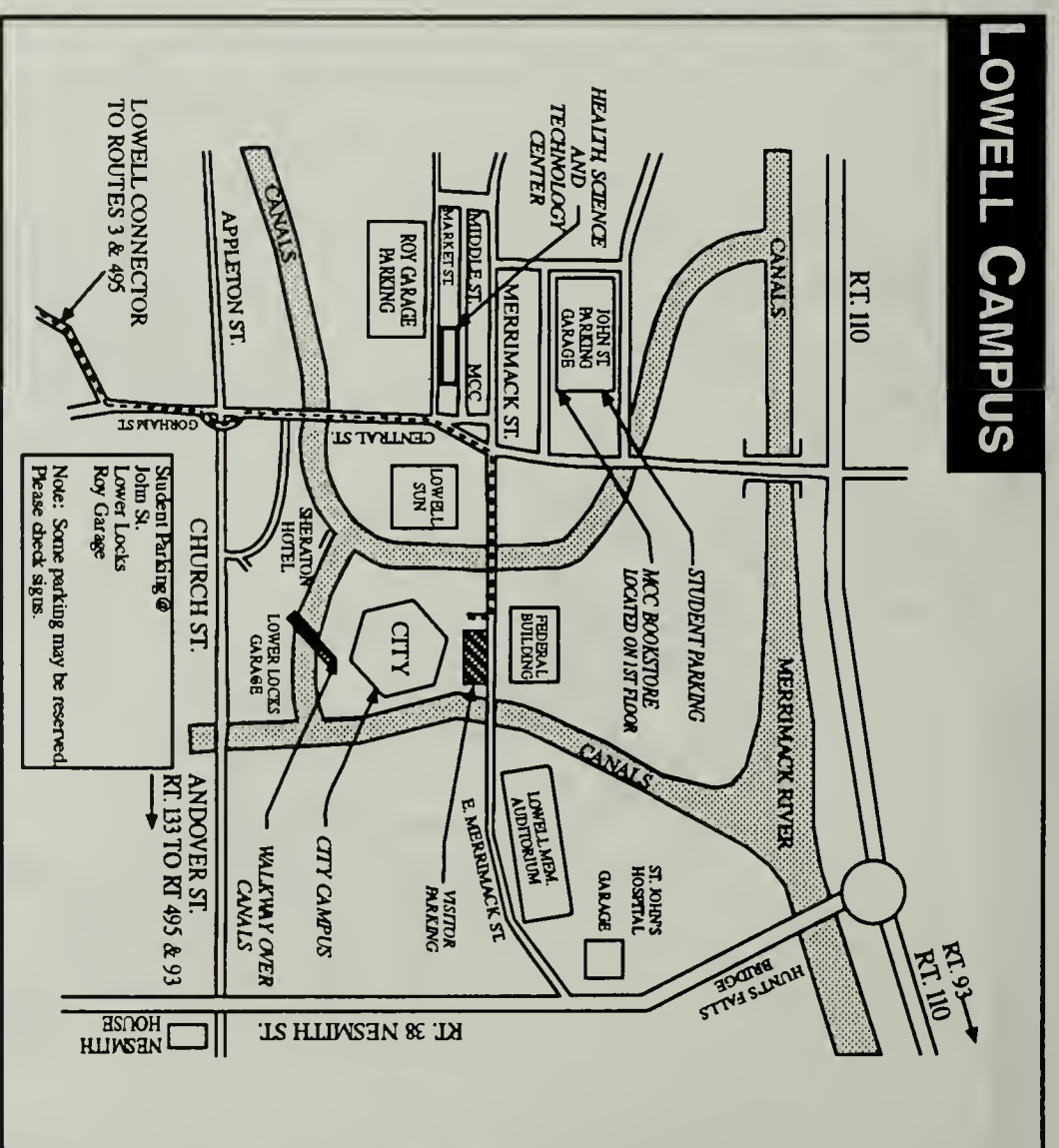
Middlesex Community College is guided by the tenets of the statewide mission described by the Higher Education Coordinating Council (1992). Within the system of public higher education, the Community Colleges open "pathways for individuals to enter careers or continue baccalaureate education and extend the resources of higher education to communities throughout the state." The Community College is dedicated to serving an academically, economically, and culturally diverse population with certificate and associate degree programs, and responding to a changing economy through partnerships with business and industry for job training, retraining, and certification.

The College's mission localizes the statewide statement through its emphasis on access and excellence, support and diversity, and social and economic development.

Middlesex Community College looks to the future with a strong commitment to educational excellence, responsiveness, and innovation in our rapidly changing world. Providing education, training, and cultural opportunities, the College seeks to enrich the lives of the residents and promote the development of the diverse urban and suburban communities of Middlesex County.

We are committed to high academic standards, instructional excellence, and the continued growth and development of our students, faculty and staff. In an atmosphere of care and encouragement, we help students assess their educational needs, foster their academic and professional growth, and enhance their opportunity for achievement both now and in the future. The professional competence of our faculty and staff, our developmental programs and student support system, our multicultural services and international programs, and our programs for regional economic development distinguish the institution.

The College promotes open access and equal opportunity, welcoming all, without discrimination, who seek knowledge and growth. We seek to build a learning environment that responds to the educational needs and abilities of each student, thereby promoting the knowledge, understanding, and insight essential to a meaningful life. To achieve this end, Middlesex Community College offers associate



Directions

BEDFORD CAMPUS

From Route 128, take exit 31B (Route 225/4) into Bedford. Immediately after the Bedford Shopping Center, take a right onto Hillside Avenue. Follow Hillside Avenue (which becomes Springs Road) through to the Veterans Administration Hospital grounds. MCC's VA Campus parking lot is immediately after all VA buildings on the left side. Continue on Springs Rd. to the **Bedford Campus**, on Springs Road for approx. one-half mile. The entrance is on your right.

From Route 3, take exit 27 (Bedford/Concord Road/Billerica) towards Bedford. Take a left at the flashing light (Technology Park) and follow to the end. Take a right onto Orchard St. The MCC Bedford Campus entrance is on your left. For the VA parking lot, continue on Orchard St. At the Flashing light take a left onto Springs Road. Continue on Springs Road for 1.5 miles. The parking lot is on your right.

LOWELL CITY CAMPUS

From Route 128, take Exit 32 (Route 3 North) to the Lowell Connector (Lowell/Lawrence - Route 495 Exit). Follow the Lowell Connector to the end, then take a left onto Gorham Street and follow to the end (Gorham flows into Sheraton Way to Central Street.) Stay to the right, follow Central Street through two sets of lights. At third light, turn right, follow to next set of lights and turn right. MCC City Campus will be the second building on the right. Parking is available at the Lower Locks Garage.

To the Lower Locks Garage: Follow the Lowell Connector to the end. Take left onto Gorham Street. Follow the signs to the Lowell Sheraton. Park in the Lower Locks Garage and follow the pedestrian walkways to the campus.

HEALTH, SCIENCE, & TECHNOLOGY CENTER (LOWELL)

See Lowell City Campus (above) At third traffic light on Central Street, proceed straight and take next left onto Middle Street. The Center will be on your left. Park in the Leo Roy Municipal Garage on Market Street.

To the Roy Garage: Once on the Connector, take exit 5N (Thorndike Street.) Bear right off the exit. Follow Thorndike Street through one set of lights. At the next set of lights bear right onto Dutton Street to the second sets of lights and turn right (Market Street.) Garage on right.

degree and certificate programs which provide preparation for further study or entry into specific occupations.

Middlesex Community College serves as a vital educational, economic, and cultural resource in partnership with the residents of Middlesex County. We collaborate with transfer institutions, public school systems, businesses, and service organizations to provide the opportunity for our students to thrive in our global society. With campuses in suburban Bedford and the city of Lowell, Middlesex Community College serves as a center for the enhancement and enrichment of community life. The College prides itself in offering educational, cultural, recreational, and artistic programs reflective of the needs and the rich diversity of our region.

Academic Calendar

September	6	Orientation and Convocation
	7	Classes begin
October	10	Columbus Day, no classes
November	1	Professional Day
	11	Veteran's Day, no classes
	24-25	Thanksgiving Recess, no classes
December	16	Last day of classes
	19 - 22	Final Examinations
January	23	Classes begin
February	20	Presidents' Day, no classes
March	13 - 17	Spring Break, no classes
April	4	Professional Day
	17	Patriot's Day, no classes
May	12	Classes End
	15 - 18	Final Examinations
June	2	Commencement

Emergency Procedures

To obtain emergency assistance for any type of campus emergency, dial the College Switchboard Operator. Notices giving the Switchboard number appropriate for each campus are posted on all bulletin boards, in classrooms, offices, libraries, cafeterias, and restroom facilities.

EMERGENCY NUMBERS (dialed from any college office phone) between 8:00am and 10:00pm:

For Bedford dial 4200

For Lowell dial 6200

PLEASE TELL THE OPERATOR THE FOLLOWING:

1. Who you are.
2. The nature and location of the emergency.
3. The telephone extension (if a call back is necessary).

5. To have the right to fair and equal treatment, including, but not limited to, instruction, evaluation, and services by faculty, staff, students, and administrators.

6. To have the right to procedural due process in grievance and disciplinary hearings.

Student Development

Student life at Middlesex Community College reflects the diversity of the students who attend the College. At MCC there are recent high school graduates, returning adults, parents, full-time employees, and veterans. Because everyone's needs and goals are different, many individuals and services are available to help students make the most of their college experiences.

MCC offers a wide variety of programs, activities and support services which assist students with their academic studies and provide for opportunities for their personal and social growth. Many of these services are a part of the Student Development component of the College, which includes services for adult students, community outreach services for students whose native language is other than English, personal, career, transfer and placement counseling, assistance for economically disadvantaged students, services for students who are physically challenged or learning disabled, health service and student life, including student activities, recreation and wellness.

These services are guided by the common philosophy and mission as follows:

Mission

The mission of Student Development is to work with students, faculty, and staff to provide a learning environment which encourages students' personal and intellectual growth, fosters their involvement in the college community, assists them in overcoming specific personal, physical or intellectual barriers, enhances their capacity to appreciate individual and cultural differences, and challenges them to increase their understanding of themselves and others as responsible members of society.

The Student Development Staff supports and actively strives to implement the overall mission of Middlesex Community College and the Higher Education Coordinating Council. We see ourselves as particularly accountable for providing programs and services that enhance students' self-appraisal and personal growth, and that help them develop the following: appropriate career, educational and life goals; the ability to understand and communicate effectively with

others, regardless of differences; good health habits and physical fitness; increased leadership and organizational skills; a willingness to become involved in community service efforts; and an awareness of global issues. Throughout our work, there is an emphasis on collaborative partnership with various College departments and on developing initiatives that complement the goals of the College.

The Student Development staff is concerned not only with outcomes, but also with the process by which students experience MCC and grow from their time here; therefore, we are committed to conveying a helpful, caring attitude which recognizes the unique qualities of our students, designs experiences appropriate to their development and provides services appropriate to their needs. Inherent in this concept is a commitment to assess the characteristics and needs of our students and to evaluate the programs, services and educational experiences we offer.

Ethical Standards

Ethical standards for Student Development are derived from those stated in the Council for the Advancement of Standards for Student Services/Development Programs (1988). Specifically, all staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the Family Educational Rights and Privacy Act (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All staff members must ensure that students are provided access to services on a fair and equitable basis. All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict. Whenever handling funds, all staff must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Student Rights and Responsibilities

Student Responsibilities

1. To be knowledgeable of and comply with the directives, regulations, and laws established by the Higher Education Coordinating Council, the College, and the Student Government
2. To respect the rights of individuals and groups to independent action as long as those rights do not interfere with the rights of others - minorities and majorities alike - including the avoidance of action interfering with those educational processes under the auspices of the College.
3. To be knowledgeable of and comply with the directives, regulations, and laws of duly constituted civil authorities.

Student Rights

1. To have the opportunity to pursue higher education.
2. To have the freedom to exercise the rights of citizenship, association, inquiry and expression.
3. To have the right of privacy and confidentiality.
4. To have the right of quality education, including, but not limited to:
 - a. The right to competent instruction in courses and programs offered by the college.
 - b. The right to assistance in overcoming educational, emotional and economic disadvantages which hinder the educational process.
 - c. The right to receive in writing from each faculty member during the first week of classes, of every quarter or semester, a brief written course description outline of the material to be covered, course requirements including a specific list of information and techniques which the student is expected to acquire, attendance policy and the grading system to be utilized.

Level Two - Formal:

- (2) Not available - may only appeal to Level One, Step Three - provided that the immediate supervisor for purposes of Step Three shall confer with the Vice President for Academic Affairs

(C) All Other Student Grievances

Level One - Informal Procedures:

- (1) Step One - Students must first present their complaint orally and informally to the person against whom the complaint exists no later than 30 calendar days from the date that he/she knew or should have known of the grievable act or inaction.
- (2) Step Two - If the complaint is not resolved within 10 calendar days after presentation, the student may within the next 10 calendar days file a written complaint with the person whose actions he/she is grieving. The written complaint must be dated and delivered either by hand or by certified mail.
- (3) Step Three - If the complaint is not resolved within 7 calendar days after receipt of the Step Two response or if no response is issued within 7 calendar days after it was due the student may appeal the written complaint to the immediate supervisor of the person (s) against whom the grievance is directed. A copy of the complaint must also be directed to the appropriate dean at this time.

Level Two - Formal

- (4) Step One - Grievance Committee - If the Complaint is not resolved within the period allowed at Level One, Step Three the student may present a formal written grievance, including a statement of the changes and any supporting evidence to the Student Grievance Committee.
- (5) Step Two - President - Findings of the Student Grievance Committee are automatically forwarded to the President of the College who shall issue his/her written decision within the next 30 calendar days. The President or designee may choose to hold a hearing prior to issuing his/her decision.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) is used as the basis for such decisions or outcomes, (3) has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. [29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).]

All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

For further information about the mission and goals of Student Development or the ethical standards for individual departments, please contact the Dean of Student Development's office.

Student Services and Resources

There are many support services available to assist students with their academic and personal growth. A description of these services is included as follows:

Academic Support Services

The College provides support for students who wish to strengthen their academic skills and helps them to develop confidence and motivation.

Academic Support Laboratory - professional and paraprofessional tutors provide students with assistance in major subject areas. Additionally, peer tutoring is available in all subjects.

Computer and Video Laboratory - tutorial staff and students utilize state-of-the-art-hardware, software and videotapes.

Study Skills Assistance - Individual conferences and group workshops in all study skills are available to students upon request. The emphasis is on helping students to become active self-directed learners.

Specific information concerning the location and availability of these services is detailed in the annual college publication "Making the Grade."

Adult Learners

Middlesex Community College offers *CollegeStart*, an entry program for adult learners. *CollegeStart* is designed to meet the needs of the adult student who is interested in entering, or re-entering college. It provides non-traditional students with opportunities to attend college classes in a supportive environment with other adult students; to acquire skills needed to succeed in college; and to explore career options. This program consists of two college credit courses offered once a week for 15 weeks. Students may enroll in either day or evening session. Students may enroll in additional college courses if they wish.

Advising Centers

The Advising Centers are located at the Bedford Campus in the Enrollment Center (Bldg. 9) and at the City Campus, room 309. All

Student Grievance Procedure Quick Reference

Note: The student grievance procedure is available to students who have complaints regarding college policies, practices or personnel. Procedural requirements vary depending on whether the complaint alleges: (A) Sexual harassment and/or physical assault; (B) error in the grading process or (C) other discrimination or abridgment of a student's rights (general procedure). The procedural variations are briefly outlined below. IN ALL CASES THE STUDENT MUST CONFER WITH THE STUDENT GRIEVANCE OFFICER BEFORE FILING ANY WRITTEN COMPLAINT. The Student Grievance Officer for Middlesex Community College is Dr. Evelyn Clements, Dean of Student Development, Springs Road, Bedford, MA 01730 (617) 280-3524

(A) Cases Of Physical Assault

Level One - Informal:

- (1) Written complaint may be filed directly at Level One, Step Three i.e., with the immediate supervisor of the individual grieved, not later than 30 calendar days following the last day of the instructional period during which the incident occurred.

Level Two - Formal

- (2) Step One - Student Grievance Committee - same as in general procedure
- (3) Step Two - President - Same as in general procedure

(B) Grade Appeals

Level One - Informal:

- (1) Written complaint must be filed at Level One, Step One i.e., the instructor not later than 30 calendar days following the last day of the instructional period when the grade was given unless the instructor is no longer employed by the College or is not available within the stated time period. In such cases the student may file directly with the appropriate Division Dean.

VIII - Alternative Forums

Filing a grievance in accordance with the procedures herein detailed in no way abrogates the student's right to file complaints with the appropriate state and federal agencies or with the court. However, once the grievant initiates proceedings in any other forum his/her rights to proceed under the student grievance procedure are waived. For purposes of filing federal level charges of discrimination under Title IX of the 1972 Education Amendments, Section 504 of the 1973 Rehabilitation Act or Title VI of the 1964 Civil Rights Act, students may contact the Federal Office for Civil Rights, McCormack Post Office and Court House, Post Office Square, Boston, MA 02109. Inquiries may also be directed to the College's Affirmative Action Officer, McDonald Furlonge, Middlesex Community College, 33 Kearney Square Lowell, MA, 01852, (508) 656-3106

IX - Withdrawal

Students may withdraw their informal or formal complaints at any time. Withdrawal may be accomplished in writing or by oral agreement confirmed in writing.

X - Reprisals

The College shall not interfere, restrain, or coerce any student in the exercise of his/her rights under this grievance procedure and/or his/her participation in any grievance proceedings.

students have access to the services of the Advising Centers. Professional advising services generally include assistance with overall program planning and individualized attention to specific academic needs. If you have any questions about course selection, program prerequisites or requirements, transfer information, or support services referrals, stop in to one of the centers.

Alumni Services

The purpose of the Middlesex Alumni Association is to keep graduates in touch with the college and to serve as a resource for its members, current students and new alumni. Two alumni, one selected by the Alumni Association and one appointed by the Governor, serve on the College Board of Trustees.

Middlesex Community College alumni include over 12,000 recipients of the Associate degree and certificates in 40 areas of study. More than one-third of each class transfers to baccalaureate institutions, and many of these graduates complete post-graduate work. In addition, many hundreds more spend a year, a semester or a summer in credit and non-credit programs. These former students, all of whom are considered Middlesex alumni, entered the college to achieve educational goals and prepare themselves for further study or career opportunities. Alumni follow career paths in many occupations within the region's economy, including corporate, technical, medical, retail and human services fields. There is traditionally a strong sense of attachment to the college among these graduates, a loyalty which is returned by Middlesex faculty and staff.

Through Student Services and the division of Fiscal and Developmental Affairs, the alumni program supports networks which serve to locate and keep track of alumni, inform them and their communities of alumni activities and achievements, and foster awareness of the college's growth and development. The Association also actively encourages the participation of alumni in college events and programs.

Bookstore

The College's bookstores are operated by a private contractor. The Bedford Campus Bookstore, located in the Campus Center and the Lowell Campus Bookstore, located in the John's Street Parking Garage,

operate on a year round basis. Hours of operation vary throughout the year to accommodate the needs of students, faculty, and staff. Please call (617) 275-6455 or (508) 448-6531 for further information.

Child Care

Child care services are provided by Bright Horizons Children Centers, Inc. in the Bedford House on the Bedford Campus on a year round basis. Bright Horizons offers a developmental early education program for children aged 15 months through 6 years on a full-time or part-time basis. Please call (617) 275-9270 for further information.

Please note that the Admissions office at the Lowell Campus maintains a listing of child care facilities in Lowell.

Community Outreach Services

The Community Outreach Center provides support and assistance to non-native English-speaking area residents and offers the Prepare to Attend College (PAC) program. The Center also provides assistance to English-as-a-Second-Language (ESL) students on campus.

Information is available about education and employment, financial planning, cultural adjustment counseling, translation and interpretation assistance, personal guidance, and citizenship. Please call the Center for more information at (508)656-3256 or (508)656-3258

Counseling

Counseling services are available to assist Middlesex Community College students in making maximum use of their personal resources and the resources of the College. Members of the counseling staff are available to assist students with transfer to four year colleges, personal issues, career and life planning, and job placement.

Career Counseling — Students who are uncertain about their career direction or who would like more information about career opportunities are encouraged to meet with a career counselor. Career interest tests and computer assisted career guidance systems are available at both campuses. In addition to individual appointments, students may enroll in a career and life planning course or may attend career workshops offered periodically during the academic year.

judgmental, the substance of those decisions may not be delegated to the grievance process. Nevertheless, the College recognizes that in rare cases the process of grading may be subject to error or injustice.

Except as otherwise provided by a separate grade appeals procedure for clinical programs as approved by the President of the College, a student who alleges an error of injustice in the grading process may employ the grievance procedures described in Level One, Steps One through Three, above; provided that the appropriate Dean of these purposes shall be the Dean of the College. No complaint challenging a grade may be initiated later than thirty (30) calendar days following the last day of the instructional period for which the grade was granted. If the faculty member who assigned the challenged grade is no longer employed by the College or is not available within the timelines specified, the student may initiate his/her complaint with the appropriate Division Chairperson. If at any level substantial evidence of error is produced, the grading process may be remanded to the instructor of record for reassessment. If the instructor of record is no longer available, the grading process shall instead be reassessed by the appropriate Division Chairperson or his/her designee.

VI - Hearings and Decisions

At each of the above levels, the grievant and the person against whom the grievance is directed shall be afforded the opportunity to be present and to be heard. In addition, each party may present, examine, and cross-examine witnesses. All decisions and/or recommendations at each level must be in writing, with the exceptions of Level One - Steps One and Two and shall include supporting reasons. Copies of all decisions and/or recommendations shall be given to both parties.

VII - Collateral Rights of Person (s) Grievied by Students

If the recommendations made at any level of the grievance procedure result in sanctions against college employees, these measures shall be regarded as administrative actions subject to all conditions of applicable collective bargaining agreements and College and/or Board of Regents' personnel policies.

however, that the grievant and the person (s) against whom the grievance is directed shall be invited to be present. The grievant and the person (s) grieved shall have the right to bring a representative and any necessary witnesses to the hearing, provided further that additional witnesses may be invited to the hearing by the Committee. Any witness may be isolated from the testimony of other witnesses at the sole discretion of the Committee.

D. Hearings before the committee shall not be subject to the formal rules of evidence. In all cases, however, the hearing shall be conducted in a fair and impartial manner.

E. Copies of the findings and recommendations of the grievance committee shall be forwarded by the Student Grievance Officer to the grievant, the person against whom the grievance is directed, and the President or his/her designee. A copy shall be maintained by the College for not more than seven (7) years.

F. No further issues may be added by either the grievant or the individual against whom the grievance has been filed subsequent to Level One, Step three. Either party may, however, provide additional written evidence for consideration by the President within seven (7) calendar days following receipt of the Committee's findings, provided that he/she shall also provide a copy of any additional written evidence to the other party.

Step Two - The President or Designee - Within thirty (30) calendar days after the grievance committee issues its findings and recommendations, the President or designee shall evaluate all the evidence and make his/her decision, in writing, to all concerned parties. The President or designee may in his/her sole discretion conduct a hearing prior to rendering a decision. If a hearing is held, it shall be closed, but the grievant and the person (s) grieved shall be invited and may each bring a representative. The decision of the President or designee shall be final and binding on all parties.

V. Grade Appeals

Complaints or grievances filed in connection with assigned grades represent a special case within the grievance procedure. Grading reflects careful and deliberate assessment of a student's performance by the instructing professional (s). As such decisions are necessarily

Personal Counseling — Students who have any concerns, whether it is a major crisis or a quick question, are encouraged to contact the Counseling Center. Counselors are available to help students explore and clarify concerns in a totally confidential environment.

Placement Counseling — Students are encouraged to visit the Counseling Office for assistance in securing full-time employment. The Counseling Office provides individual counseling and class presentations on resume preparation, interviewing skills and job search strategies. Openings for full-time positions in the surrounding area are posted. Part-time and summer jobs for currently enrolled students are available through the Job Locator Service in the Financial Aid Office.

Those students preferring specialized assistance or extended therapy may be referred to an outside agency.

Transfer Counseling — Students planning to transfer to four-year colleges are encouraged to meet with a transfer counselor to learn about the application procedures, credit transfer, and program selection. Applications for many colleges and universities and informational brochures are available in the Counseling Centers.

Economically Disadvantaged Students

Services are available for students receiving public assistance or unemployment compensation who need help with their orientation to college programs, child care information, academic advising, travel reimbursement, and general advocacy. For more information, please call (617)280-3633 or (508) 656-3253.

Health Services

The Health Service Office in Lowell is located on the ground floor of the City Campus building and is open 8:00am - 4:00pm, Monday through Friday. The Bedford Campus Health Service Office is open during the fall and spring semesters, 9:00am - 2:00pm, Monday through Friday, on the second floor of the Campus Center. Students are encouraged to make use of the free services through walk-in visits or by appointment. Services include: urgent care and evaluation of illness or injury, follow-up care, blood pressure checks, referrals to appropriate health care providers as necessary.

HEALTH PROMOTION: As part of the College Wellness Program, the Health Service offers periodic screenings for vision, hearing, cholesterol, and blood pressure. Workshops, speakers, and special events focusing on health/life issues such as AIDS, smoking, fitness, nutrition, stress, and substance abuse are presented throughout the fall and spring semesters. Open meetings of Narcotics Anonymous and Alcoholics Anonymous sponsored by the Health Service are held throughout the year at the City Campus.

The Health Services invites all students to get involved in their own personal health and wellness. For further information contact:

City Campus - (508) 656-3236
Bedford Campus - (617) 280-3764

Library

The Bedford Campus Library is located in Building 1. The Lowell Campus Library is located at the Middle Street Campus.

The combined collection totals approximately 40,000 volumes, including substantial reference collections, circulating books, periodicals and vertical file materials. Both libraries have several CD-ROM based periodical indexing tool as well as newspaper indexes. Information about interlibrary borrowing and database searching is available at both libraries. Keep in mind that material not available through the College libraries may be obtained through interlibrary loans.

The College has a CD-ROM catalog of library holdings. An on-line public access catalog will also be an exciting addition to our campus libraries sometime during the Fall of 1992; at that time our circulation system will be automated.

Library cards may be obtained at the libraries along with information about circulation policies, borrowing periods and service charges for overdue materials.

Services for Students With Disabilities

In order to promote student success, the College provides a variety of support and resources for those otherwise qualified students with documented disabilities. Physically challenged students may be eligible for such services as: pre-registration advising, scribes, copies of

Membership of the College Student Grievance Committee

The composition of the College Student Grievance Committee shall consist of five members:

- 1 classified employee
- 1 administrator
- 1 faculty or professional staff unit member
- 1 student

The fifth member shall be from the same identifiable group as the person against whom the grievance has been filed. Each member shall be appointed by the President from among the recommendations submitted by the appropriate Deans.

In cases of discrimination as they apply to Title IX of the 1972 Educational Amendments, Title VI of the 1964 Civil Rights Amendment, Section 504 of the 1973 Rehabilitation Act, or other applicable federal or state anti-discrimination law, the Affirmative Action Officer shall be a non-voting sixth member of the Committee. The Student Grievance Officer shall also attend all Committee meetings but shall not vote and shall maintain the confidentiality of those members.

Service on the Committee shall be voluntary, provided that a member who has a personal interest in the particular grievance shall be ineligible to serve on the Grievance Committee.

Rules for Committee Hearings

The following rules shall govern all hearings before the College Student Grievance Committee:

- A. Each newly impanelled committee shall meet prior to conducting a hearing to select a committee chairperson from among its members. Selection shall be made by a simple majority vote.
- B. The Chairperson of the committee shall be responsible for conducting the hearing and drafting the decision of the committee, but shall vote only in the event of a tie.
- C. Deliberations of the grievance committee shall be confidential and held in closed session. All hearings shall be closed; provided,

Step Two - If the complaint is not resolved within ten (10) calendar days after notice of the Step One complaint, the grievant may within ten (10) calendar days thereafter, present in writing the allegations supporting the complaint including all of the known facts to the person against whom the complaint is directed. A complaint filed at this level shall specifically state that it is filed at Level One, Step Two. The grievant shall also date the document, retain a copy, and hand-deliver or send it by certified mail. The person against whom the complaint is directed shall forward a written Step Two response, if any, to the student within seven (7) calendar days from receipt.

Step Three - If the complaint is not resolved within seven (7) calendar days after receipt of the Step Two response or if no written response is issued, within seven (7) calendar days after it was due, the grievant may present it in writing to the supervisor of the person against whom the grievance is directed with a copy to the Dean of the area of the person (s) against whom the grievance is directed. The supervisor shall investigate the complaint and after conferring with the appropriate Dean shall forward his/her written decision to the grievant and to the person against whom the grievance is directed within seven (7) calendar days after receipt of the Step Three complaint.

Level Two: Formal Procedures

Step One- Student Grievance Committee - If the complaint is not resolved within the period allowed at Level One, Step Three, the grievant may present a formal grievance in writing, including a statement of the charges and all supporting statements and evidence, to the Student Grievance Officer within ten (10) calendar days after receipt of the supervisor's decision. The Student Grievance Officer shall arrange a meeting of the Student Grievance Committee within fourteen (14) calendar days following receipt of the grievance and shall provide a copy of all written supporting statements and evidence presented at the lower steps to each member of the Committee at least twenty-four (24) hours prior to the hearing. The Committee shall render its findings and any recommendations within seven (7) calendar days following said hearing.

notes, alternate forms of exams, print enlargement, a student support group, or permits for handicapped parking. Learning disabled students may request such services as: alternate forms of exams, copies of class notes, tutoring, academic advising, or a student support group. Students should contact the Disabled Student Services (DSS) Office in Bedford with questions on services available on all campuses.

The College also offers the Transition Program, a two-year, non-credit program for individuals with severe learning disabilities who would not be able to complete college courses even with extensive support. This certificate program focuses on clerical and business support skills, independent living skills, and personal development as well as providing a job internship. For information, contact the DSS Office at the Bedford Campus.

Student Activities

The Office of Student Life and Activities is a center for the planning and sponsorship of student generated events, programs, and presentations reflecting student ideas, interests, and leadership. There is a broad spectrum of activities available to students, including opportunities to enhance leadership skills and participate in clubs organizations, and student government. Students are encouraged to get involved on campus and plan events at the College. Consult the offices for details on student organizations. (Locations: Bedford Campus Center, Room 206 and 4th Floor, City Campus)

Student Organizations

Numerous clubs are recognized at the College and invite all students to participate. This year's roster includes: ARTS(Adults Returning to School); The Art Club; Black Unity Club; Campus and Student Activities Boards; *The Campus Report* (student newspaper); China Forum; Criminal Justice Club; Dental Assisting Club; Dental Lab Tech Club; Drama Club; Early Childhood Education Club; Gay and Lesbian Alliance (GALA); Homeless Activist Group; Hotel/Restaurant Club; International Club; Mental Health Club; Multicultural Club, Phi Theta Kappa; Radiography Club; Russian Studies Club; Sonography Club; Student American Dental Hygienists Assoc. (SADHA); Student Committee of Organization Presidents (SCOOP); Student Nurses Association; Student Union Government Association (SUGA) Students Who Are Parents (SWAP); *VOICES* (Student Literary Magazine) Yearbook Committee.

For more information on any of these clubs or how to organize a new club, stop by the Offices of Student Life and Activities for details.

Student Activity Fund

A portion of the student support fee is earmarked for student activities and placed into the Student Activity Fund. This fund is used to finance the programs of the Student Union Government Association, the Student Life Office, and all MCC student clubs and organizations. The Student Activity Fund is under the direction of the President and is administered through the Student Union Government Association and the Student Life Office.

III - Time

The number of days indicated at each level shall be considered as a maximum. Every effort should be made to expedite the process. Nevertheless, the time limits specified may be extended in extenuating circumstances by the immediate supervisor of the person against whom the grievance is directed, the President or his/her designee or by mutual agreement of the grievant and the person against whom the grievance is directed, provided that such extensions shall be confirmed in writing.

IV - Procedure

Level One: Informal Procedures

Customary channels of communications should be used in seeking clarification of questions of concern and in resolving complaints before the formal procedure is used. This is the informal stage where most complaints are resolved. For example, a student who has a complaint regarding a classroom incident customarily talks to or notifies the faculty member, then the Division Chairperson, if the complaint is not resolved. The student may consult with the Student Grievance Officer at any time prior to or during the grievance procedure and shall consult with Student Grievance Officer prior to filing any written complaint. The current Student Grievance Officer for Middlesex Community College is Dr. Evelyn Clements, Dean of Student Development.

Step One - Except in cases of alleged physical assault or sexual harassment, the grievant shall first present his/her complaint orally and informally to the person against whom the complaint exists. This should be done in a reasonable period of time, not exceeding thirty (30) calendar days from the date that the grievant knew or should have known of the grievable act or inaction. An individual who believes that he/she is the victim of sexual harassment or physical assault may initiate his/her complaint at Level One - Step Three, i.e., with the immediate supervisor of the person against whom the complaint exists, not later than thirty (30) calendar days following the instructional period when the alleged incident occurred. In all other cases, the grievant shall first present his/her complaint at Level One, Steps One and Two.

Student Grievance Procedure

I - Purpose

The primary purpose of this procedure is to secure prompt and equitable resolution of student complaints and grievances. Grievances properly filed in this forum include, but are not limited to, matters arising under federal and state laws prohibiting discriminatory educational practices, i.e., Title IX of the Education Amendments of 1972, Section 504 of the 1973 Rehabilitation Act, Title VI of the 1964 Civil Rights Amendment and Massachusetts General Laws, Chapter 151C, Section 1, et seq. Customary channels of communication shall be used whenever feasible in seeking clarification of questions of concern before the grievance procedure is utilized. Every effort shall be made to maintain confidentiality at each level of this procedure in accordance with applicable law.

II - Definitions

1. **Complaint:** The informal, often unwritten stage of an allegation of mistreatment.
2. **Grievance:** A written complaint filed by a student with the person designated by the President as Student Grievance Officer specifically alleging discrimination or an abridgment of his/her rights as a student.
3. **Student Grievance Officer:** A College employee assigned responsibility for administering the student grievance procedure, including the maintenance of specified records. The Student Grievance Officer shall usually be either the Affirmative Action Officer or the Dean of Student Development except that if both of these individuals are persons against whom the Grievance is filed, the President shall designate another college official to act as the Student Grievance Officer.
4. **Grievant:** The student or students filing the grievance. The grievant must have been a registered student of the College at the time of the alleged mistreatment.

Student Union Government Association (S.U.G.A.)

S.U.G.A. representatives, elected annually from each campus, are dedicated to representing the rights and needs of MCC students, and will initiate projects of special concern to students. S.U.G.A. representatives serve on all-college committees with faculty and staff. SUGA also shares responsibility in allocating funds from the Student Activity Fund to various clubs and organizations on campus.

Student Trustee

Section 9 of Chapter 15A of the Massachusetts General Laws provides for a member of the student body to be elected to the position of Student Trustee in an annual election by the student body, held no later than May 15. The term of office of the Trustee will be one year and commences on July 1 following the election, and terminates on June 30 the following year. The Student Trustee must be a full-time undergraduate student. Membership on the local Board of Trustees is terminated when the student ceases to be a full-time undergraduate student and the vacancy created will be filled by a student body election to serve out the remainder of the term. The Student Trustee meets with other College Trustees at monthly meetings of the Board.

Recreation & Wellness

Seasonal activities, intramural sports and recreational tournaments are coordinated and specific activities are organized according to student interest. Students are encouraged to participate in the Wellness Program at the College. Wellness is a quality of life. It's having the personal energy to look and feel well, fulfilling responsibilities, effectively handling emergencies, and actively pursuing social, cultural, spiritual, and recreational interests. The College Wellness Program takes a positive approach towards good health and focuses on body composition analysis, nutrition, exercise techniques and stress reduction.

Fitness Centers

The College Fitness Center, located in the Campus Center in Bedford is available to all MCC students. The Fitness Center contains weight training machines, cardiovascular exercise machines, and free weights as well as written information pertaining to fitness and wellness. The Fitness Center staff will assist you in planning a well-balanced program designed to your needs, capabilities, and present level of fitness.

Special discount memberships are also available to MCC students at *The Club* located at 80 Middlesex Street in downtown Lowell. These memberships entitle students to full use of all weight training equipment, free weights, exercise bicycles, pool, whirlpool, saunas, and all regularly scheduled classes and instruction.

5. **Withdrawal:** The opportunity for the student to withdraw from the College and have no entry on his/her official record other than "withdrawal".

6. **Suspension:** Dismissal from the College for a specific period of time.

7. **Expulsion:** Permanent dismissal from the College.

Re-Admission for Students Dismissed for Disciplinary Reasons

1. A student may be dismissed without the right to apply for re-admission.

2. A student may be dismissed with the right to apply for re-admission after a specific time. After the appropriate time period, the student would follow the normal channels for re-applying to the College for admission.

e) No recommendation for the imposition of disciplinary penalties or sanctions shall be based solely on the failure of the student to attend the hearing. In any such case, the evidence in support of the charges shall be presented and considered.

f) At the conclusion of the hearing, the chairperson shall decide the case with the hearing board. A report shall be made by the chairperson consisting of the statement of charges, a summation of evidence presented, the board's decision, and the sanction recommended by the board, including the reasons therefor. This report shall be delivered to the Dean of Student Development.

g) The Dean of Student Development shall communicate his or her decision to the student charged, and to the chairperson of the Disciplinary Hearing Board. The chairperson may inform the hearing board of this decision.

3. Appeal Procedure

A written appeal of the decision of the Dean of Student Development may be made to the President of the college within ten days by the student charged. The President's decision is final.

Sanctions

1. **Warning:** An oral statement to the student that he/she violated regulations.
2. **Censure:** A written reprimand to the student for violating College rules.
3. **Restitution:** Reimbursement for damage to or misappropriation of property.
4. **Probation:** An official warning that the student's conduct is in violation of the College's policies or procedures and that further violations will result in suspension of the student. Probation may carry restrictions. At the end of the probationary period the student's conduct will be reviewed and a decision made whether or not to reinstate him/her to full privileges of an MCC student.

General Information

Class Cancellations

In the event of inclement weather, students will be notified of class cancellations over the following AM radio stations: WEEI: 590, WRKO: 680, WHDH: 850, WCAP: 980, WBZ: 1030, WLLH: 1400. Television channels 4 (WBZ); 5 (WCVB); 7 (WHDH) will be making announcements from 6:00 AM to 10:00 AM.

Individual class cancellations resulting from instructor absences are posted in classroom buildings.

Dental Hygiene Clinic

Dental hygiene care is available at a reduced cost to all MCC students and staff as well as to the general public. The clinic is located at the Health, Science, and Technology Center on Middle Street in Lowell. Everyone is invited to call to schedule a dental cleaning. For clinic information and appointments, call (508) 656-3250 or (617) 380-3250.

Food and Vending Services

Food and vending machine services are provided by private contractors during the College's academic calendar year. The food services at the campuses operate during the fall and spring semesters. Hours of operation are subject to change based upon the varying needs of students, faculty, and staff.

Vending machine services are provided on a year round basis in most of the College's facilities. Vending machine refunds may be obtained according to instructions affixed to each vending machine

Immunization Requirements

Chapter 76, Section 15C of the General Laws of Massachusetts requires that full-time students (those enrolled in 12 or more credit hours) who were born after January 1, 1957, and all students in the Health Careers Division submit records of immunization for Measles (2 doses), Mumps, Rubella, and Tetanus-Diphtheria (tetanus-diphtheria received

within the last ten years), in order to attend classes at any public or private college in Massachusetts.

All records should be submitted to the Health Service Office at the City Campus or the Bedford Campus prior to registration for classes. For failure to provide up-to-date and completed records, the Registrar's Office will:

1. Withhold the semester final grades.
2. Delay the student's registration for the following semester.
3. Delay processing transcripts of grades to be sent to other colleges.

No "holds" will be removed until completed records are provided by the Health Service Office.

Internal Transfer Procedures

Students interested in transferring to a Middlesex Health or Human Services Program must complete the Internal Transfer Process through the Admissions Office, by filing an Internal Transfer Request Form. Forms are available at the Bedford Admissions Office, Enrollment Center, Room 101 or at the Lowell Admissions Office at the City Campus.

The deadline date for completed applications for Nursing, Dental Hygiene, Diagnostic Medical Sonography, and Radiologic Technology is February 1st. Therefore, Internal Transfer Requests (and proof of completed prerequisites) must be received by Admissions by the end of the Fall semester and Spring Internal Transfer Requests for these programs will not be processed. For all other health programs the Admissions Offices will accept Internal Transfer Requests both fall and spring semesters. Health programs admit new students only in the fall semester.

Human Services Programs including Criminal Justice, Early Childhood Education and Mental Health require applicants to provide academic credentials and to attend an information session with program coordinators before acceptance. Internal Transfers are able to begin these programs in the Spring semester. However, special course sequencing may be required.

For further information, contact the Admissions Office.

d) Within five days of receipt of the charges and notice, the student charged shall respond in writing to the Dean of Student Development as to whether he or she wishes to be further heard by a Disciplinary Hearing Board relative to the charges. The Dean of Student Development may extend the time limit for such response. If the student charged waives such hearing, the Dean of Student Development shall decide the matter.

e) If the student charged wishes to be further heard, the Dean of Student Development shall appoint a Disciplinary Hearing Board to hear the case. Membership shall include at least one faculty member, at least one student, and at least one administrator, with no member having a vested interest in the matter. A chair person shall be appointed by the Dean of Student Development. A copy of the charges shall be given to the Disciplinary Hearing Board.

f) The Dean of Student Development shall set a time for the hearing.

2. Conduct of Hearing

a) After consultation with the parties, the Dean of Student Development shall set a calendar for the hearing in the disciplinary proceeding.

The Dean of Student Development shall have the discretion to alter the calendar for good cause.

b) The hearing shall be conducted in such manner as to do substantial justice to the matter, and shall not be unduly restricted by rules of procedure or evidence. The hearing shall be a closed meeting.

c) On behalf of the college, the charges may be presented by a person or persons designated by the Dean of Student Development.

d) The hearing board may address questions to any party or to any witness called by the parties or by the board. Any member may request the privilege of presenting witnesses, subject to the right of cross-examination by other parties. The chairperson of the hearing board may, at any time, limit the number of witnesses to be heard, and require the production of records or other exhibits.

of the Vice President for Academic Affairs. Finally, the student may, if he/she is not satisfied with the disposition of the matter, file a written appeal to the President of the College.

It should be understood, however, that cheating, plagiarism, or doing work for which another person will receive credit are violations of the academic code which the College considers to be serious. If it is proven that a student has knowingly committed such a violation, the student may be suspended from the course and may receive a failing grade for that course.

Offenses of a Non-Academic Nature

The following procedure of due process shall apply to offenses of a non-academic nature:

1. Disciplinary Proceedings

- a) Any academic or administrative official of the college, any member of the faculty, or any student of the college may file charges against any student for misconduct. The charges shall be filed in writing to the Dean of Student Development. In extraordinary circumstances as determined by the Dean of Student Development, the Dean may suspend the student charged pending further consideration.
- b) The Dean of Student Development shall cause a preliminary investigation to be made to ascertain whether the charges may be disposed of informally prior to or in lieu of the initiation of disciplinary proceedings. The student against whom the charges have been brought may solicit the assistance of an advisor (a faculty or staff member) at this time. This investigation shall include a hearing of each party by the Dean of Student Development or designee. The Dean of Student Development may impose a sanction in lieu of disciplinary proceedings if the results of this investigation are conclusive, or the student waives further hearing.
- c) If the preliminary investigation indicates that the alleged misconduct requires disciplinary proceedings under these rules, the Dean of Student Development shall deliver or send by certified mail written copies of the charges together with information about disciplinary proceedings to the student charged with misconduct.

Parking

Student parking is available in designated lots on the Bedford Campus. Validated student parking is available at designated municipal garages in Lowell. Please note that on campus parking violations are issued in accordance with Massachusetts General Law, Chapter 15A, Section 13. Payment of MCC parking violations can be made in person Monday through Friday from 9:00am to 3:00pm in the Central Administration Building at the Bedford Campus or mailed to the College in accordance with instructions printed on the parking violation. Non-payment of a College issued parking violation will result in additional penalties and the non-renewal of your Massachusetts driver's license and vehicle registration

Religious Absence

In accordance with Chapter 375 of the General Laws of the Commonwealth of Massachusetts "Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be provided with an opportunity to make up such an examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself/herself of the provisions of this section."

Shuttle Bus Service

MCC provides daytime transportation between the College's Bedford Campus and the College's VA Hospital parking lot on an "as needed" basis. Students using the VA Hospital parking lot are advised to arrive 20 minutes before the start of class to insure that transportation to the Bedford Campus is available.

MCC also provides daytime transportation between the College's Bedford Campus and the MBTA Bus Stop on Springs Road at the VA

Hospital during the fall, spring and summer semesters to coincide with MBTA scheduled routes

Student I.D.'s

MCC students (full-time or part-time) may obtain an official Middlesex Community College photo identification card (free of charge) from the Student Activities Offices during the designated times at the beginning of each semester. Returning students must obtain validation stickers each semester. The identification card enables students to use the Fitness Centers and other facilities, and receive discounts or free admission to events sponsored by the College and/or local vendors. The cost to replace a student ID is \$2.00

Student Insurance

Chapter 23 of the General Laws of Massachusetts requires that all students enrolled in nine (9) or more credit hours must participate in the College Student Medical and Accident Insurance Plan. If a student has comparable coverage with another insurance company, enrollment in the College Insurance Plan may be waived only by submitting a completed waiver form to the Bursar's Office. Students enrolled in fewer than nine (9) credit hours may voluntarily purchase the College Insurance Plan by applying at the Bedford Campus Bursar's Office, located in the Enrollment Center Building or the Bursar's Office, third floor, City Campus.

INTERNATIONAL STUDENTS are required to enroll in the College Student Medical and Accident Insurance Plan.

Insurance claim forms are available at all Health Service Offices.

Student Records

The Family Education Rights and Privacy Act of 1975 protects students from the maintenance and distribution of inaccurate or inappropriate information in their educational records and guarantees the confidentiality of these records. The specific guidelines of the law as well as a listing of the types of educational records maintained by the College are on file in the Records and Registrations Office.

7. Violation of published college regulations, including regulations relating to entry and use of college facilities, and any other regulations which may, from time to time, be enacted.

8. Violation of law at college functions, or on college premises, including, but not limited to, narcotic, alcohol, gambling, and sale or use of any weapon, firearm, explosive, or explosive device including fireworks.

9. Alteration of college records, documents, or identification instruments or the use of the same with the intent to defraud.

The College expects all students to maintain high standards of personal behavior and demeanor on the campus and in the classroom. The students, in turn, have the right to a learning environment unimpeded by interference resulting from inappropriate or disruptive behavior of fellow students.

Faculty members have the special responsibility and authority to insure a safe, productive learning environment for all their students. A student who interferes with the establishment or maintenance of such an environment may be excluded from the classroom without the "filing of charges" as described below. This student has a right (1) to be clearly informed of the problem or behavior in question, (2) to have an opportunity to modify the condition or behavior, and (3) to have a clear understanding of the consequences of not modifying the condition of behavior.

Students may use the student grievance procedure if they feel that the action taken in excluding them from the classroom discriminated or abrogated their individual or student rights. Students may contact the Dean of Student Development for detailed information about the Student Grievance Procedure.

Offenses of an Academic Nature

Violations of academic codes, cheating, plagiarism, or doing work for which another person will receive credit will be handled initially by the instructor. After the initial step is taken, the student may, if he/she wishes, submit a written statement to the Division Dean indicating his/her version of the incident. The next level of appeal is

rare cases where violations occur, the college has developed policies and procedures designed to protect the rights of all members of the college community, individually and collectively. The following policy is not intended to prohibit the involvement of civil authorities in cases related to violation of laws.

Misconduct for which students are subject to College discipline includes, but is not limited to, the following: academic dishonesty, physical abuse of any member or guest of MCC, possession or selling of drugs, harassment, disruptive or disorderly conduct, theft, misuse of property or keys, providing false information, the unauthorized use or possession of firearms, explosives or fireworks.

In addition to the above, misconduct for which students are subject to college discipline is defined, but not limited, by the following:

1. Any violation of college policy or regulations stated previously.
2. Dishonesty, such as cheating, plagiarism, use of unauthorized books or notes, knowingly furnishing false information, or misuse of any college file, document, or records of any faculty.
3. Intentional obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including public service functions and other authorized activities on college premises, or college-sponsored activities off campus.
4. Physical abuse of any person on the college premises, or at college-sponsored or college-supervised functions, or conduct which threatens or endangers the health or safety of any such person.
5. Theft, or unauthorized use or possession of any property owned, leased, or maintained by the college or by persons on the campus, or damage to such property.
6. Failure to comply with directions of college faculty, staff, and administration acting in performance of their duties.

Students may request to see any of their educational records which are covered by the Family Educational Rights and Privacy Act. The request to see your records should be made in writing at the Registrar's Office. The Registrar will examine the request and direct it to the office which originated the information requested for review. The office responsible for answering the request must allow you access within 45 days.

Students have the right to question the material reviewed and receive an explanation of material. If a record relates to more than one student (i.e. a final grade sheet) a student only has the right to be informed of that part of the record pertaining to himself/herself. The Act specifies that in such instances, the student must "receive or be informed" of such information, and not that he/she be allowed to inspect it.

Students contesting the validity or accuracy of any material in their official files must state their challenge, in writing, to the supervisor of the relevant office. If this supervisor concurs with the challenge, action will be initiated to make appropriate corrections. If the questioned material was originated by another office, alterations of the challenged data must be approved, in writing by the department head of the source office. If the appropriate department head does not concur with the student's request, the challenge will then be referred to an appropriate administrative committee for resolution.

College Regulations

In enrolling at Middlesex Community College, a student agrees to abide by College regulations which are described below. Violations of these regulations or the aiding, abetting, inciting, encouraging or supporting such violations constitutes an offense for which students may be subject to disciplinary action.

Alcoholic Beverages

Consumption of alcoholic beverages is prohibited anywhere on Middlesex Community College property including the parking lots.

Animals on Campus

With the exception of seeing eye or hearing ear dogs, pets are not allowed on campus.

Bomb Threats

False reporting of any explosive or incendiary device is punishable by imprisonment up to twenty years and/or a fine of not more than ten thousand dollars. (M. G. L. Chapter 269/S14).

Drugs on Campus

Any student found possessing, using, selling, or involved in any way with narcotics, psychedelic drugs or chemicals, or dangerous drugs on this campus, unless prescribed by a physician, will be subject to disciplinary action. In addition, the College remains cognizant of its responsibilities to the civil authorities. Operating within this framework:

Students who seek information, advice, or counseling regarding drugs are urged to contact members of the Student Services staff or the MCC Health Services. Complete confidence in relationships will be maintained. Also, the Student Services staff is prepared to refer students to appropriate professionals (medical, legal, psychiatric, etc.) according to the needs of the individual student. Contact will be held in complete confidence.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community--students, faculty, and staff members.

Each College will respect and will defend the right of its members to lawful exercises of free speech and assembly in behalf of causes, whether popular or unpopular. These rights are properly exercised only when due regard for the rights of others is assured, and actions denying the right of others to move or speak freely, whether or not such interference is their motive, lie outside Constitutional guarantees and the obligation of the College to defend them. Therefore, if in the judgment of the President or his/her designee, persons attempt to interfere with the freedom of movement or speech of members or guests of the College community, or the orderly operation of the College, the President of the College or his designee is authorized to:

1. Advise such persons of the impropriety of their activity and request immediate desistance from such activity.
2. If such persons fail to desist, call the appropriate authority to remove those interfering.
3. Suspend temporarily such members of the College community who have participated in such interference and persist in such activity.
4. Grant as soon as possible a hearing before an appropriate committee to any person appealing such suspension; following such a hearing, the committee will make a recommendation to the President.
5. Taking into account the committee's recommendation, the President will determine his disposition of the case.

Any person who involves himself/herself in the willful destruction of College or personal property will, in addition, be answerable to charges filed with the civil authority

The college assumes that all students will abide by the rules and regulations of the college and local, state, and federal law. For those

The Community College will take constructive measures to ensure equal opportunity in all areas of employment including recruitment, selection, upgrading, opportunities for training and development, rate of compensation, benefits and all other terms and conditions of employment. The establishment of goals and timetables is not required.

Necessary reasonable accommodations will be afforded to any disabled employee to enable such otherwise qualified disabled employee to perform the essential functions of the job. Reasonable accommodations will also be afforded to disabled applicants for available position. Any reasonable accommodations provided by the Colleges will be provided to the extent that such accommodations do not impose any undue hardship on the Colleges in the conduct of their operations.

Specific efforts to be undertaken by the Colleges to ensure equal opportunity for disabled persons may be outlined in individual College Affirmative Action Plans. It is recognized that all facilities may not be available and accessible at a particular time.

The Community Colleges will also continuously examine all policies and programs of the institution regarding students to ensure that such policies and programs do not operate in a manner discriminatory to disabled persons. Where such policies or programs are determined to have an adverse impact on disabled persons, appropriate remedial action will be mandated by the President. In addition, the Colleges will conduct monitoring activities to ensure that all divisions or departments with the College are in compliance with the policy of providing reasonable accommodation to disabled students.

Inquiries, requests and complaints related to 504/A.D.A. should be directed to Kathleen Monagle, Director of Disabled Student services, (617) 280-3631, Bedford Campus, Enrollment Center, Room 202.

Student Conduct Rules and Regulations

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, faculty members, staff and students are encouraged in a sustained and independent search for knowledge.

A student who ignores opportunities for help and assistance and who willfully violates College regulations and the law faces disciplinary action.

False Fire Alarms

False reporting of a fire alarm is punishable by a fine of not more than five hundred dollars or imprisonment of not more than one year in jail. (M.G.L. 269S/S13).

Gambling

Middlesex Community College will follow Commonwealth guidelines which prohibit illegal gambling. This includes such games as result in the exchange of money.

Hazing

In accordance with Chapter 665 of the Acts of 1987, Middlesex Community College prohibits any form of hazing on or off the campus.

(Text as amended by 1987, 665 effective April 4, 1988.) Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in section eighteen, shall mean any conduct or method of initiations into any student organization, which willfully or recklessly endangers the physical or mental health of any student or any person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment of forced physical health or safety of any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

Failure to Report Hazing: Penalty

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars.

Firearms/Weapons

It is the policy of this College to prohibit firearms, knives, or other weapons on campus for demonstration or for protection. Under extreme circumstances, permission may be granted by the President of the College.

Lost and Found

"Lost and Found" is located at the Bedford Campus in the Facilities Management Building and at the Lowell Campus at the reception desk.

Posting of Notices

Student signs and notices are to be placed only on authorized bulletin boards. Permission to post material on bulletin boards must be received from the Student Activities Offices.

Smoke-Free Environment

Because the effects of smoking have become a major public health issue, and because the effects of second-hand smoke are also harmful, Middlesex Community College is committed to providing a smoke free environment for students, employees and visitors. All college buildings are smoke-free. For those who wish to smoke, accommodations will be made outdoors in the vicinity of each building.

Solicitation

Solicitation of any kind is prohibited on campus without express written permission from the College's Office of Administrative and Community Affairs in coordination with the Bedford and/or Lowell Campus Managers.

prevention of sexual harassment will rest with the President of each Community College. The President will take reasonable measures to prevent sexual harassment and will act positively to investigate alleged harassment and to effect a remedy when an allegation is determined to be valid. However, the Affirmative Action Officer will have the responsibility for the overall development, administration and monitoring of all programs, policies, procedures and regulations related to sexual harassment. Complaints about sexual harassment should be registered with the Affirmative Action Officer.

Students, faculty and staff are urged to contact one of the resource people listed below if they have any questions, problems or concerns about an issue related to sexual harassment.

For the Bedford Campus:

Evelyn Clements, Dean of Student Development
Administration Building
(617) 280-3635

For the Lowell Campuses:

McDonald Furlonge, Dean of Academic Programming
& Multicultural Affairs
City Campus, (508) 656-3257

Crime Awareness; Sexual Assault

Policies and procedures have been developed at the College to aid in the prevention of sexual assault. Copies of these procedures, along with campus security procedures and crime awareness statistics, are available in the campus managers' offices in Bedford and Lowell, the Dean of Student Development's office in Bedford, and various public locations throughout the campuses.

Persons With Disabilities

The Community Colleges recognize the multitude of barriers which confront disabled persons in employment and in access to education. Consistent with state and federal statutes which affirm and protect the equal opportunity rights of disabled persons, the Community Colleges adopt a policy to ensure nondiscrimination and equal opportunity for disabled persons. In all matters of employment, disabled persons will receive full and fair consideration.

When a student feels his/her rights have been breached under this policy the Affirmative Action Plan is a mechanism for resolution. Further information about the procedure can be obtained from Dean Furlonge at the Lowell Campus or Dean Clements at the Bedford Campus.

Sexual Harassment

Sexual harassment of a student, an employee or any other person in the College is unacceptable, impermissible and intolerable.

Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the working or learning situation. Often, sexual harassment involves relationships of unequal power and contains elements of coercion-as when compliance with requests for sexual favors becomes a criterion for granting work, study or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behaviors have a harmful effect on a person's ability to study or work in the academic setting.

For general purposes, sexual harassment may be described as unwelcome advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment or education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance and creating an intimidating, hostile, or demeaning employment or educational environment.

Such behavior is expressly forbidden by federal and state regulations and recent action by the federal government has established that such behaviors are actionable under provisions of Title VII of the 1964 Civil Rights Act and the provisions of Title IX of the 1972 Educational Amendments.

In keeping with these regulations, a concerted effort will be made to protect employees, students, and others from sexual harassment as defined. The final authority and ultimate responsibility for the

Trespass Act

Middlesex Community College is governed by the Massachusetts Trespass Act which states in part that whoever willfully trespasses upon land or premises belonging to the Commonwealth, or to any authority established by the general court for purposes incidental to higher education...or whoever after notice from an officer of any said institution to leave said land, remains thereon, shall be punished by a fine of not more than \$50.00 or imprisonment for not more than three months.

Visitors on Campus

Visitors and guests are expected to abide by the rules and regulations established by the College. The host of the guest may be held responsible for any infraction or violation of these rules and regulations by the visitor or the guest.

College Policies

Affirmative Action

Middlesex Community College is an Affirmative Action/Equal Opportunity Employer in compliance with Title IX and does not discriminate on the basis of age, sex, race, color, national origin, ancestry, sexual orientation, veteran status, religion, or handicap status in its education programs or in admission to, access to, treatment in or employment in its programs or activities as required by Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, and regulations promulgated thereunder.

Middlesex Community College admits students of any age, sex, race, color, national and ethnic origin, veteran status or handicap status regardless of ancestry, religion, or sexual orientation to all programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, sex, race, color, national and ethnic origin, ancestry, sexual orientation, veteran status, religion, or handicap status in the administration of its educational policies, scholarships, and loan programs.

All inquiries related to affirmative action, non-discrimination and diversity, including Title VI and Title IX, should be directed to McDonald Furlonge, Dean of Academic Planning and Multicultural Affairs, (508) 656-3108, Lowell Campus, Room 5011D. For employment related matters, contact Gary McPhee, Director of Human Resources, (617) 280-3530, Bedford Campus, Administration Building, Room 217.

Pluralism

Middlesex Community College is a contributing element to the emergence of our nation as one of the most technologically and economically advanced societies of the world. The important role that Middlesex Community College can play is profoundly dependent upon the extent to which it may draw from the full collective of intellectual resources within its community of scholars, students, and administrators. Any condition of force that impedes the fullest utilization of the human and intellectual resources available represents a force of destructive consequence for the development of our Commonwealth and, ultimately, our nation.

Middlesex Community College students, faculty, staff and visitors must be free from conduct that has the purpose or effect of interfering with an individual's academic or professional performance and creating an intimidating, hostile or demeaning educational or employment environment. Therefore, Middlesex Community College establishes a policy of unequivocal condemnation of all forms of ethnic, religious, cultural, or racial intolerance.

This policy condemns all conditions and all actions or omissions, including all acts of verbal harassment or abuse, which deny or have the effect of denying to an individual his/her rights to equality, dignity and security in violation of his/her rights guaranteed under the law. The policy reaffirms the doctrine of civility, appreciation for pluralism and the pre-eminence of individual human dignity as preconditions to the achievement of an academic community that recognizes and utilizes the resources of all persons while recognizing and reaffirming the tenets of academic freedom. The Community Colleges recognize their obligation to protect the rights of free inquiry and expression, and nothing herein shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other federal and state laws.

Middlesex Community College will vigorously strive to achieve diversity sufficiently reflective of our society. However, diversity alone will not suffice. There must be a unity and cohesion in the diversity which we seek to achieve, thereby creating an environment of pluralism.

Middlesex Community College bears a responsibility by edict and an obligation by social morality to promote understanding and acceptance of ethnic, cultural, religious and racial diversity as we strive to create an atmosphere of dignity for all individuals and groups within our system of public higher education. The President will take reasonable measures to prevent and discourage harassment and will act positively to investigate alleged harassment and to effect a remedy or resolution when an allegation is determined to be valid.

When an employee feels his/her rights have been breached under this policy the grievance process under the Affirmative Action Plan is a mechanism for resolution. The Affirmative Action Plan is available in the College Libraries, Personnel Office or from any member of the Affirmative Action officer.